HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Education Program

A LONGITUDINAL CONVERSATION ANALYTIC STUDY ON L2 CONSTRUCTION LEARNING IN A KINDERGARTEN CLASSROOM

Emel TOZLU KILIÇ

Ph.D. Dissertation

Ankara, 2023

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BİR ANAOKULUNDA İKİNCİ DİL YAPI ÖĞRENİMİ ÜZERİNE BİR BOYLAMSAL KONUŞMA ÇÖZÜMLEMESİ ÇALIŞMASI

Emel TOZLU KILIÇ

Ph.D. Dissertation

Ankara, 2023

Acceptance and Approval

To the Graduate School of Educational Sciences,

This dissertation, prepared by **EMEL TOZLU KILIÇ** and entitled "A Longitudinal Conversation Analytic Study on L2 Construction Learning in a Kindergarten Classroom" has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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Prof. Dr. İsmail Hakkı MİRİCİ

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Abstract

This study documents the intricate relationship between classroom interaction and L2 learning by bringing empirical evidence for L2 construction learning in a kindergarten EFL classroom. The longitudinal video-recorded data were collected from a face-masked kindergarten classroom during the Covid-19 pandemic and examined using Multimodal Conversation Analysis. The analysis showed the emergence of two L2 constructions as the immediate learning objects and the retrospective and prospective examination of the data allowed for the documentation of their gradual sedimentation into two different learners' L2 repertoires. For the better understanding of the learners' and the teacher's roles in shaping the learning processes, the analysis was organized as (i) teacher initiated L2 construction learning (i.e., *little bit*) and (ii) learner initiated L2 construction learning (i.e., *me too*). With the examination of the cases of *little bit,* interactional routines, embodied explanations, translanguaging, choral repetition, understanding checks, repairing dispreferred responses, and designedly incomplete utterances were found as the teacher practices deployed strategically for the introduction and circulation of the construction to facilitate L2 construction learning. The analysis of the construction *me too* indicated the learners' collaborative accomplishment of resolving an interactional trouble as the point of emergence, and the focal learner's peer-prompted and finally unprompted use of the construction in situ. Accordingly, learner initiated L2 construction learning was enacted as an outcome of the prominent role of peers, thus their learner initiatives, in creating learning opportunities. The findings bring new insights into L2 learning in kindergarten classrooms and provide rich pedagogical implications to kindergarten language teachers.

Keywords: very young learners, longitudinal analysis, multimodal conversation analysis, L2 construction learning, gestures, interactional routines, translanguaging

Öz

Bu çalışma, İngilizceyi yabancı dil (L2) olarak çok erken yaşta öğrenen bir anasınıfı bağlamında L2 yapılarının nasıl öğrenildiğine dair ampirik kanıtlar getirerek, sınıf etkileşimi ile L2 öğrenimi arasındaki karmaşık ilişkiyi belgelemeyi amaçlamaktadır. Covid-19 salgını sırasında boylamsal olarak video kaydına alınmış veri, yüz maskesi takan katılımcıların olduğu bir okulöncesi sınıfından toplanmış ve çok modlu konuşma analizi kullanılarak incelenmiştir. Veri analizi iki farklı dil yapısının sınıf etkileşimi akışında anlık öğrenme hedefi olarak belirlendiğini göstermiş ve verinin ileriye ve geriye dönük olarak incelenmesi bu iki dil yapısının zaman içerisinde iki farklı öğrencinin yabancı dil repertuvarına dahil olma sürecini ortaya koymuştur. Öğrenme süreçlerinde öğrencilerin ve öğretmen rollerini daha iyi anlatabilmek adına veri analizi (i) Öğretmen Başlangıçlı L2 Yapı Öğrenimi (*little bit*) ve (ii) Öğrenci Başlangıçlı L2 Yapı Öğrenimi (*me too*) olarak iki alt başlıkta düzenlenmiştir. *Little bit* durumlarının incelenmesi, L2 yapı öğretimini kolaylaştırmak için öğretmenin rutin etkileşimsel aktiviteler, somutlaştırılmış açıklamalar, diller arası geçiş, koro tekrarı, anlama kontrolleri, tercih edilmeyen yanıtları onarma ve kasıtlı olarak tamamlanmamış ifadeler gibi uygulamaları yapının tanıtımında ve tekrarında stratejik olarak kullandığını göstermiştir. *Me too* yapı durumlarının analizi bir etkileşim sorununun öğrencilerin iş birliği ile çözülmesini çıkış noktası olarak ortaya koymuş ve odak öğrencinin bu yapıyı başta akran ipucuyla kullanırken en nihayetinde duruma uygun olarak herhangi bir ipucu olmaksızın kullandığını göstermiştir. Buna göre, öğrenen tarafından başlatılan L2 yapı öğrenimi, öğrenme fırsatları yaratmada akranların, dolayısıyla öğrenen inisiyatiflerinin öne çıkan rolünün bir sonucu olarak gerçekleşmiştir. Bulgular anaokulu sınıflarında L2 öğrenimine yeni bakış açıları getirmekte ve anaokulu yabancı dil öğretmenlerine zengin pedagojik çıkarımlar sağlamaktadır.

Anahtar sözcükler: erken yaş dil öğrencileri, boylamsal analiz, çok modlu konuşma çözümlemesi, yabancı dil yapıları, jestler, etkileşimsel kaynaklar, diller arası geçiş

To my beloved son Atlas KILIÇ

Canım oğlum Atlas KILIÇ'a

Acknowledgements

Now, I am writing the last but most challenging part of this study because I do not know which words to choose to express my gratitude and appreciation to all who helped me complete this dissertation. This dissertation could not have been accomplished without the guidance, support, and heart-warming company of the following people.

First and foremost, I am deeply indebted to my supervisor Dr. Ufuk BALAMAN for his guidance, feedback, limitless effort, patience, wisdom, and support throughout the process of writing up this dissertation. Special thanks to him for being me a model for the researcher I want to be one day. I have always felt his support behind me whenever I felt lost. He believed me more than myself and without his support, I would be literally lost.

I would also like to extend my gratitude to the members of the thesis progress committee, Prof. Dr. Olcay SERT, and Assist. Prof. Dr. Nilüfer CAN DAŞKIN, who helped me structure the dissertation to its current form with their thought-provoking questions, constructive feedback, suggestions, and expert opinion, which have contributed significantly to this dissertation. Also, I would like to thank to the members of my examining committee Prof. Dr. Nuray ALAGÖZLÜ and Assoc. Prof. Dr. Melike ÜNAL GEZER for their invaluable contributions.

Special thanks to my family who always supported and encouraged me in this challenging process. I would like to thank my mother Pembe TOZLU for her endless love and warm affection, and to my late father Yakup TOZLU, whose presence I always felt even though he could not be with me. I am grateful for them as they devoted their lives to their children to raise us as strong and successful individuals in life. Also, I would like to extend my gratitude to my mother-in-law Reyhan KILIÇ and my father-in-law, Imdat KILIÇ for their endless support and warm affection.

I do not know how to extend my gratitude to my beloved husband Burhan KILIÇ who has always been there for me. He is not only the best partner but also the father ever devoting himself to his family. Endless thanks for his patience and tolerance for long working

hours and being both the mother and father of our little son as I was writing this dissertation. His endless and unconditioned love was the biggest motivation for me to complete this dissertation.

Last and most special thanks to my beloved son Atlas KILIÇ who did not leave me alone with his kicks in my tummy during the challenging and tiring data collection and transcription processes. He always felt me his unconditioned love with his warm kisses and teeny tiny hands on my cheeks. I would like to dedicate this thesis to my beloved son, who has always been with me even he was a single cell in my tummy 😊.

To my beloved son Atlas KILIÇ

To my supervisor Dr. Ufuk BALAMAN

Table of Contents

Acceptance and Approval ii

Abstract iii

Öz iv

Acknowledgements vi

List of Tables xi

List of Figures xii

Symbols and Abbreviations xiii

Chapter 1 Introduction 1

Background of the Study 1

Aim and Significance of the Study 4

Research Context and Research Questions 7

Outline of the Study 8

Chapter 2 Literature Review 10

CA-SLA 10

CA-SLA and Language Learning 12

L2 Grammar in-and-for Interaction 18

Interactional Organization in (Very) Young Learner Classrooms 22

Repetitions and Interactional Routines 23

Role of L1 and Translanguaging 25

Embodiment: Gestures 29

Student Initiatives 32

Studies on Turkish (Very) Young Learner Classrooms 35

Conclusion 38

Chapter 3 Methodology 39

Research Context and Participants 39

Research Questions 42

Ethical Consideration 43
Data Collection..... 44
Transcribing the Data..... 47
Constructing the Collection 48
Conversation Analysis..... 50
Validity and Reliability 54
Summary of the Chapter 56
Chapter 4 Analysis 57
Teacher Initiated L2 Construction Learning …… 58
Summary of the Section……..……..…..…….72
Conclusion……..……..……..…..……..73
Learner Initiated L2 Construction Learning 73
Summary of the Section……..……..…..…….94
Conclusion……..……..…..…..……..95
Summary of the Chapter 96
Chapter 5 Discussion and Conclusion..... 98
Teacher Initiated L2 Construction Learning …..... 98
Learner Initiated L2 Construction Learning …..... 106
Conclusion…..... 113
Chapter 6 Suggestions and Limitations..... 117
Pedagogical Implications and Suggestions for Further Research..... 117
Limitations ……..... 122
References..... 123
APPENDIX-A: Transcription Conventions by Jefferson..... cxlii
APPENDIX-B: Multimodal Transcription Conventions by Mondada cxliii
APPENDIX-C: Gönüllü Katılım Onam Formu (Öğretmen).....cxliv
APPENDIX-D: Gönüllü Katılım Onam Formu (Personel) cxlv

APPENDIX-E: Gönüllü Katılım Onam Formu (Veli) cxlvi

APPENDIX-F: Ethics Committee Approval cxlvii

APPENDIX-G: Declaration of Ethical Conduct cxlviii

APPENDIX-H: Thesis/Dissertation Originality Report cxlix

APPENDIX-I: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı cl

List of Tables

Table 1 *Interactional routines and Routine Questions*.....41

Table 2 *Data Collection Process*..... 44-45

Table 3 *Occurances of the constructions in the dataset*.....49

Table 4 *Teacher's contextual use of "little bit"*.....59

Table 5 *Timeline for the focal constcruction "me too"*.....74

Table 6 *Summary of the findings "little bit"*..... 98-99

Table 7 *Summary of the findings "me too"*.....106-107

List of Figures

Figure 1 *Teacher' pinching gesture in Extract 1 in Section 4.1* 60

Figure 2 *Teacher's pinching gesture in Extract 2 in Section 4.1* 62

Figure 3 *Teacher's pulling her mask down in Extract 2 in Section 4.1*.....63

Figure 4 *ELG's pinching gesture in Extract 3 Section in 4.1* 67

Figure 5 *ELG's and Teacher's pinching gestures in Extract 4 in Section 4.1*.....69

Figure 6 *ELG's pinching gesture in Extract 5 in Section 4.1*.....71

Figure 7 *BER's self pointing gesture in Extract 2 in Section 4.2*.....79

Figure 8 *BER's self pointing gesture in Extract 3 in Section 4.2* 82

Figure 9 *BER's self pointing gesture in Extract 5 in Section 4.2*….....89

Symbols and Abbreviations

EFL: English as a Foreign Language

IC: Interactional Competence

CIC: Classroom Interactional Competence

CA: Conversation Analysis

CA-SLA: Conversation Analysis for Second Language Acquisition

DIU: Designedly Incomplete Utterance

SLA: Second language acquisition

ELT: English Language Teaching

L2: Second/Foreign language

TCU: Turn Constructional Unit

TRP: Transition Relevance Place

Chapter 1

Introduction

This chapter is designed to introduce the theoretical and analytical background of the thesis. First, the background of the study will be presented, and this will be followed by the aims and the significance of the study. After introducing the research context and the research questions, the chapter will end with the outline of the study.

Background of the Study

Each social context has its own characteristics and complexities which are constructed by the contributions of unique individuals employing language as the common interactional resource to enact social actions in diverse social contexts. While accomplishing the local contingencies of interaction, participants adopt and adapt methods which either diversify or routinize as they develop over time. This development is labelled as Interactional competence (henceforth IC), which lies at the centre of Conversation Analysis (CA) research documenting second/foreign/additional language (L2) learning within the field of Second Language Acquisition (SLA). As an attempt to broaden the mainstream SLA by reconceptualizing language learning as social process in which the learners' accomplishments of social actions are given as the evidence for their language learning (Firth & Wagner, 1997), CA roots from Garfinkel's (1964) Ethnomethodology and Goffmanian Sociology (1964, 1967). As a research methodology to study "the common-sense resources, practices, and procedures through which members of a society produce and recognise mutually intelligible objects, events and courses of action" (Liddicoat, 2007, p.2), ethnomethodology provides a background to CA with a bottom-up and emic approach to examine the naturally occurring data. This makes CA a robust research methodology providing a data-driven exploration of how participants use language as a resource to accomplish social actions in spoken discourse by approaching the data from participant-relevant perspective (Schegloff, 2007; Sidnell & Stivers, 2013). The centrality of social

interaction and the participants' collaborative accomplishments of social actions in CA makes it highly compatible with investigating the L2 classroom context in which language is not only the resource for interaction but also the content of instruction. To this end, exploring the interactional organization of L2 classrooms with the methodological tools of CA can enhance our understanding of how language learning emerges out of classroom interaction.

From CA-SLA perspective, L2 learning results from learners' socially distributed cognition (Potter & te Molder, 2005; Schegloff, 1991) and it becomes observable in their language learning behaviours (Markee, 2008; Markee & Seo, 2009; Mori & Markee, 2009; Markee & Kunitz, 2015). Such an understanding of language learning informs the conceptualization of L2 in this thesis and the term, 'learning', will be systematically used in the scope of this study, which bases on the multimodal CA analysis of the empirical data to identify the emergent points of L2 construction learning as well as its developmental process over time. Doing so, this study will respond to Firth and Wagner's (1997) call for the broadening of the mainstream SLA by approaching L2 learning as a social accomplishment in social interaction.

Although CA-SLA studies vary in their routes and analytic foci to define L2 learning, understanding language learners' accomplishment of social actions, namely their interactional competence, is the point they agreed in framing L2 learning (Skogmyr Marian & Balaman, 2018). In other words, some investigate L2 learning as a social practice with an aim to document the learners' methods emerging in interaction while some others view L2 learning as a process and focus on the overtime diversification or routinization of participants' methods and the development of their interactional competencies. The evidence to development and interactional change can be brought in short time span with micro-genetic and/or micro-longitudinal studies (e.g., Kasper & Wagner, 2011; Pekarek Doehler, 2010; Sert, 2015, 2017). On the other hand, there are longitudinal studies framing the diversification or routinization of learners' methods as the evidence of L2 development

(e.g., Balaman, 2016, 2018a; Balaman & Sert, 2017; Brouwer & Wagner, 2004; Cekaite, 2007; Hall & Pekarek Doehler, 2011; Pekarek Doehler & Balaman, 2021; Pekarek Doehler & Pochon Berger, 2015; Sert & Balaman, 2018; Watanabe, 2016, 2017). Among the longitudinal studies, some researchers targeted the elaboration on L2 interactional competence and had more specific focus on the documentation of the learners' emergent L2 grammar-in-and-for social interaction either in the wild or in the classroom settings (Eskildsen, 2011, 2012; Hall, 2022; Pekarek Doehler, 2018, 2021; Pekarek Doehler & Balaman; 2021; Pekarek Doehler & Berger, 2019; Pekarek Doehler & Skogmyr Marian, 2022). Their findings inform the background of this thesis in documenting the emergence of two L2 constructions as the immediate learning objects and their sedimentation processes into learners' L2 repertoires over time by focusing on the very young learner classroom interaction, which constitutes a significant gap in the literature.

This gap was also underlined by the scholars who focused on (very) young learner classroom interaction. For instance, Watanabe (2017) stresses the necessity of further studies on the interplay of classroom routines, learners' participation, and their L2 IC development. Moreover, aus der Wieschen and Sert (2021) draw attention to the need for research on the diverse language choices in young learner classrooms to gain a fuller understanding of the young learners' behaviours in different contexts. Finally, conducting a CA study in kindergarten L2 classroom in Türkiye, Balaman (2018b) points out the scarcity of research on the interactional architecture of L2 teaching and learning in very young learner classrooms. The gap in the literature becomes even bigger when the dearth of longitudinal CA studies on L2 construction learning in very young learner classrooms is considered especially in Turkish context in which teaching English to (very) young learners was lowered to 2nd grade in public schools with an educational reform made by the Ministry of Education (MoNE) in 2012. Although a number of studies adopting diverse research designs provided insight from Turkish (very) young learner contexts with diverse analytic foci such as grammar teaching (Göksu, 2014), assessment (Üçok Atasoy, 2019),

learners'/teachers' attitudes and perceptions (Gürsoy, Korkmaz & Damar, 2013; Kalsüm, 2022; Kayhan, 2021; Muhammetnurova, 2022; Şener, 2017), learner/teacher motivation (Asmalı, 2017; Bahar, 2018; Taştekin, 2020; Zeyrek, 2019;) the use of specific teaching method/ technique and material (Taştekin, 2020, Vatansever, 2021) program or coursebook evaluation (Doğru, 2022; Güngör, 2020), online education (Yüksel Alper, 2022) teacher education (Göngör, 2016) and vocabulary teaching and learning (Çelik, 2015; Çil, 2020, Doğan, 2021; Işık Khan, 2023; Öznar, 2022; Tarakçıoğlu & Tunçarslan, 2014; Vatansever, 2021; Yumurtacı, 2019), the number of conversation analytic studies is scarce especially in (very) young learner classrooms (see Atay, 2022; Balaman, 2018b, Kalaycı, 2020). Accordingly, the interactional organization of Turkish (very) young learner classrooms is still an untouched area and more CA studies will further our understanding of how L2 learning emerges out of classroom interaction in kindergarten classrooms.

Against this background, the longitudinal CA studies as well as the researchers' calls for further research on the young learner classroom interaction and the dearth of micro analytic studies in Turkish very young learner classrooms point to the need for this thesis while also constituting a strong research background in tracking the changes in kindergarten learners' language learning behaviours in the Turkish EFL context.

All in all, with the intent of contributing to the CA-SLA literature and more specifically bringing pedagogical insight to teaching English to very young learners in the Turkish context, this thesis is grounded in a bulk of research strands that are all enriched by CA findings by filling the gaps to be discussed in the following section.

Aim and Significance of the Study

Language grows out of social interaction so social interaction is prior to language learning (Pekarek Doehler, 2018). Treating L2 learning as a social process and classroom as a social context on its own right, this thesis mainly aims at documenting the intricate relationship between L2 learning and classroom interaction in a very young learner EFL

classroom. More specifically, this thesis aims to bring evidence for L2 construction learning by tracking the changes in L2 learners' language behaviours (Markee, 2008) on a longitudinal basis. In line with this aim, it will provide a conversation analytic perspective to L2 learning in classroom interactions in a previously underresearched context, namely very young learner Turkish EFL classrooms. Gathering data from a kindergarten classroom in Türkiye makes this study highly significant because since 2012 English has been taught as a foreign language in 2nd grades in primary schools in Türkiye, which necessitates the exploration of the interactional organization of very young learner classrooms to further our understanding of L2 learning and in return inform language teacher education and language teaching practices.

Balaman's (2018b) single case study is a pioneering CA study in the Turkish context describing the interactional architecture of L2 teaching and learning in a very young learner EFL classroom. According to Balaman (2018b), limited number of studies are available on the interactional organization of L2 teaching and learning in young learner classroom although the number of studies on L2 classroom discourse has been increasing. In a similar vein, the researchers who have focused on (very) young learner classroom interaction in diverse contexts underline the necessity of conducting more research to explore the intricate relationship between classroom interaction and L2 learning. Therefore, they can come up with findings which can inform language teaching and teacher education.

For instance, Watanabe (2017) attracts attention to the availability of research dealing with adult language learners and stresses the scarcity of studies addressing the interactional development of L2 learning among young learners. Accordingly, Watanabe (2017) calls for further studies on the interplay of classroom routines, learners' participation, and young children's L2 IC development. Furthermore, aus der Wieschen and Sert (2021) draw our attention to the language choice in young learner classroom and invite researchers to conduct more ethnographic research to have a more complete picture on the classroom behaviours of young learners in different contexts.

Considering all, this conversation analytic study gains importance as being the first longitudinal CA study to be conducted in a kindergarten EFL classroom in Türkiye. Grounding on the argument that classroom interaction is the bedrock of L2 learning, it will attempt to unearth the intricate relationship between classroom interaction and L2 learning with a specific focus on L2 construction learning in a very young learner classroom. In doing so, it aims to provide a new perspective into the consideration of the roles of language teachers and learners in creating learning opportunities. In line with this aim, ethnomethodological and multimodal CA will be adopted as the research methodology to document learners' socially distributed cognition observed in their language behaviour (Markee, 2008) over time. In return, this study aims to contribute to CA-SLA literature by demonstrating CA's robustness in meaningfully explaining L2 learning.

Furthermore, this study will explicate a previously uncovered finding resulting from a pandemic-relevant action as the data collection process coincided with the Covid-19 pandemic process which severely affected educational practices along with people's health. This resulted a great potential to investigate the influence of the pandemic's effect on education. To this end, the findings of this thesis will also shed light on the effects of a pandemic-relevant action (i.e., wearing a mask) on the classroom interaction and language learning and open a gate for further research on the topic.

Overall, the originality and the significance of this thesis lie in its being the first longitudinal CA study investigating the interactional works of very young learners and the learning opportunities emerging out of very young learner Turkish EFL classroom interactions. As a result, this study will contribute to the literature by bringing evidence for L2 learning on a longitudinal basis by tracking the changes in linguistic patterns in a kindergarten classroom. As a result, it will propose rich implications for language learning/teaching in kindergarten classrooms as well as language teacher education. In accordance with this aim, the following research questions were formulated and given in the next section.

Research Context and Research Questions

Before detailing the research context, it would be necessary to provide some definitions to provide a clear picture of the research context. First of all, considering the age groups of the participants (5 and 6 years), they are named as very young learners and the kindergarten classroom in which the data was collected is defined as the very young learner context within the scope of this thesis. Secondly, although the data comes from an EFL context, L2 will be used as generic term to refer to English as a second/foreign/additional language, and the learners will be defined as the speakers of L2.

The focal classroom involves 15 zero beginner kindergarten students without any L2 background. All were grown up in Türkiye, spoke Turkish as their L1, and learned English as a foreign language in the classroom environment. They had one-hour English classes every day with the same language teacher, a native speaker of both German and Turkish languages. She had a bachelor's degree at department of early childhood education from a state university in Türkiye. She also had an ESL certificate and three years of teaching experience with very young learners. The data collection was started in the spring term of 2021 during the Covid-19 pandemic process. As there was a mask mandate in Türkiye during the data collection, all the participants had to wear face masks in the classroom. Collecting naturally occurring data from this context, the following research questions were constructed to explore how the learning opportunities were generated in a kindergarten EFL classroom.

1. How do the teacher facilitate L2 construction learning in a very young learner classroom?

    1.1. What are the interactional resources that the teacher deploys in creating learning opportunities in a very young learner classroom?

    1.2. In what ways do the teacher interactional resources facilitate the L2 construction learning in a kindergarten classroom?

2. How do language learners create learning opportunities in a very young learner EFL classroom?

2.1. How does resolving an understanding problem lay the ground for learning opportunities in a very young learner EFL classroom?

2.2. How do language learners' L2 construction learning become observable in interactional data in a kindergarten EFL classroom?

2.3. What interactional resources do language learners employ in the service of adding a specific construction into their L2 repertoire?

Outline of the study

The study consists of six main chapters. In the first chapter, the background of the study was presented, and the aim and the significance of the study was discussed. This was followed by the research context and the research questions. The second chapter is designed to provide the theoretical background and the review of related literature. First, the emergence of CA-SLA as an independent field of inquiry for language acquisition is introduced, and this is followed by the conceptualisation of L2 learning from CA-SLA perspective. To lay the ground for an in-depth understanding of the research context, the interactional organization of (very) young learner classroom is given in the subsequent section with four subjections: repetitions and interactional routines, the role of L1 and translanguaging, gestures, and finally student initiatives. In the final section, the studies on Turkish (very) young learner classrooms are presented.

The third chapter is devoted to the methodological basis of the thesis in which the research context, participants, data collection procedures are detailed. Ethical considerations and validity and reliability issues are also discussed in this chapter and finally multimodal Conversation Analysis is introduced as the research methodology. Chapter 4 presents the line-by-line examination of the representative cases analysed in two subsections, teacher initiated L2 construction learning (Section 4.1.), and learner initiated

L2 construction learning (section 4.2.). The discussions on the findings are presented in the subsequent chapter (Chapter 5), which is also organized in two subjections in line with the analytic chapter. The concluding remarks will also be provided at the end of Chapter 5. The final chapter is devoted to the pedagogical implications and suggestions for the future research, and it will end with limitations of the thesis.

Chapter 2

Literature Review

In this chapter, the emergence of CA-SLA as an independent field for the examination of L2 interaction in second language acquisition (SLA) literature will be introduced. This is followed by the conceptualization of language learning in CA-SLA and the review of the related studies. Finally, the interactional organization of very young learner classrooms and the studies on Turkish young learner context will be presented to provide a clearer picture of the research context.

CA-SLA

The relationship between social interaction and language learning is not unidimensional. Language enacts as a resource shaping social interaction, and social interaction is the primary habitat structuring the language (Pekarek Doehler, 2018). This interdependence results in the understanding of language learning basing on its use in and for social interaction. However, the tight-knit relationship between language learning and social interaction has been underestimated by the mainstream SLA which defines L2 learning as learners' individual cognitive processes rather than learners' collaborative contributions to the learning process (Firth & Wagner, 1997).

To date, the process of language learning has been explained with the adaptation of exogenous theories and the learning and teaching practices have been designed accordingly. However, such preconceived approaches to language learning centralize the external, researcher-oriented perspective (i.e., etic perspective) and fails to reflect the insider, participant-oriented perspective (i.e., emic) although the insider participants are the real agents playing active roles in every bit of the learning process.

In 1997, Firth and Wagner pioneered an awakening in the field with their seminal position paper in which they invited researchers to be sensitive towards contextual and interactional dimension of language and to unearth true insider perspectives. Arguing the

centralization of the interaction, emic perspective, and social collaborative achievement of learners in language learning, Firth and Wagner called for the reconceptualization of SLA and pointed to Ethnomethodological Conversation Analysis (EMCA) (Sacks, Schegloff, & Jefferson, 1974) as a compatible analytic approach as a "naturalistic observational discipline that could deal with the details of social action rigorously, empirically and formally" (Schegloff & Sacks, 1973, p. 289). Markee's (2000) book length contribution as well as his pioneering efforts with Kasper (2004) pawed the way of the emergence of CA-for-SLA (Markee & Kasper, 2004) as a new field of inquiry for L2 learning and teaching. Later on, it has been called as CA-SLA (Kasper & Wagner, 2011) which aims to show "how learning is constructed by the use of interactional resources and to explicate the progress of their learning and their socially distributed cognition or intersubjectivity" (Seedhouse, 2005, p.177).

Firth and Wagner's (1997) invitation for broadening the mainstream SLA with the reconceptualization of L2 learning by centralizing the social interaction has responded by many scholars who have adopted two different approaches to CA-SLA: CA-informed and CA-inspired. As the name suggests, CA-informed studies favour the use of exogenous theories such as sociocultural, situated learning, and language socialization to inform their analysis of learning and adopt the methodological techniques of CA (e.g., Cekaite, 2007; Hellermann, 2011; Hellermann & Cole, 2009; Young & Miller, 2004). On the other hand, CA-inspired approaches "tend to favour a relatively purist or CA-native approach to the analysis of learning talk" (Mori & Markee, 2009, p.2) and such a puristic view of CA-SLA (Markee, 2008) bring participants' socially distributed cognition as evidence of language learning (Potter & Te Molder, 2005; Schegloff, 1991).

Although they differ in their perspectives, CA-SLA studies put naturally occurring talk-in-interaction at the core to analyse how participants accomplish social actions. Examining the interactional activities in which the participants deploy moment-moment-actions and turns-at-talk (Pekarek Doehler, 2013), CA-SLA studies approach language

learning as the learners' local accomplishment of social actions such as language learning behaviours (Markee, 2008). In other words, language learning emerges from learners' adoption and adaptation of their methods to accomplish local needs in interaction by using the language as the interactional tool. Therefore, evidence of learning is hidden in minute details of their talk-in-interaction, which can be empirically unearthed through the analytic tools of CA.

Against this background, this thesis takes a purist stance adopting the ethnomethodological roots of CA to explore how very young learners share their cognitions in the service of their L2 learning and how this is evident in their talk-in-interaction. Therefore, the next section will be devoted to present the research background informing how this current thesis conceptualizes language learning within the analytical framework of CA.

CA-SLA and Language Learning

In CA-SLA, language learning is conceptualized as the explication of learners' socially distributed cognitions, and it emerges out of learners' co-construction of meaning as they collaboratively accomplish social actions in interaction. CA-SLA views language a resource to enact social actions in interaction and learners are active users of interactional language. Accordingly, language learning is not the isolated acquisition of L2 grammar, but it develops as learners use it as a meaning-making mechanism in social practices (Jenks, 2010; Pekarek Doehler, 2010). Thus, evidence of learners' L2 development is embedded in the micro-details of their talk-in-interaction while enacting interactional actions such as repairing, turn taking, organizing a sequence and so forth, which refers to the analytical tools of CA.

Language learning occurs in and through interaction (Firth & Wagner, 2007). So, studying learning is the same thing as studying interaction because the nuances of L2 learning are hidden in what the learners say, how they use L2, and how they interact (Walsh,

2011). Put it another way, footprints of L2 learning are available on the observable behaviours of learners resulting from the accomplishment of local needs in a social context. To this end, in CA-SLA L2 learning can be defined as the internalization of linguistic knowledge as a result of learners' repetitive use of linguistic and other semiotic resources to accomplish social actions (Pekarek Doehler, 2010).

Within the field of CA-SLA, two main routes (i.e., descriptive and process oriented) are adopted by the scholars as they frame L2 learning. While some scholars conceptualise language learning as a social practice by examining their practices in social interaction, others focus on the developmental process and frame language learning as a social process. The studies viewing L2 learning as a social practice are more descriptive in nature as they aim to explain the relationship between learning and interaction (e.g., Amir, 2013; Can Daşkın, 2015; Hellermann & Pekarek Doehler, 2010; Jakonen & Morton, 2015; Markee, 2005; Pekarek Doehler & Pochon Berger, 2011, Sert, 2017; Waring, 2013). In other words, they attempt to explore the role of interaction in generating learning opportunities and facilitating learning by detailing "the instructional practices that either create or inhibit the opportunities for participation" (Waring, 2008, p.577).

Of direct relevant to this thesis is the studies approaching language learning as a social process (Brouwer & Wagner, 2004), framing it as an interactional change (Martin, 2009; Melander & Sahlström, 2009) occurring through diversification of the participants' methods (Balaman, 2018a; Balaman & Sert, 2017; Cekaite, 2007; Hellermann, 2011; Lee & Hellerman, 2014; Pekarek Doehler & Pochon Berger, 2015; Watanabe, 2016, 2017). Such a process-oriented conceptualization of learning paved the way of longitudinal CA studies as they are considered more appropriate in documenting the diversification or routinization (see Eskildsen, 2021; Pekarek Doeherler & Balaman, 2021; Pekarek Doehler & Skogmyr Marian, 2022; Theodórsdóttir & Eskildsen 2022) of participants' methods over time to accomplish social actions (Pekarek Doehler & Fasel Lauzon, 2015).

Longitudinal CA studies also vary in their units of analysis. While some of them investigates the changes or diversification of the learners' practices such as repair, agreement, storytelling and so forth, some others focus on linguistic patterns (Hauser, 2013; Kim, 2009; Ishida, 2009; Markee, 2008; Pekarek Doehler, 2010; Pekarek Doehler & Balaman, 2021; Slötte-Lüttge, Pörn & Sahlström; 2013) as well as the embodied resources (Eskildsen, 2021). Although CA-SLA studies diverse in their analytical foci or conceptualization of L2 learning, the development of the interactional competence is a consensual way of conceptualizing L2 learning in the end. As this thesis also adopts the developmental process of language learning in the conceptualization of L2 learning, some CA studies will be detailed below to show how the evidence to L2 learning is brought on longitudinal basis in the field of CA-SLA.

To start with, one of the most prominent longitudinal studies was conducted by Cekaite (2007) who illustrated the relationship between participation in interaction and the socialization of a young immigrant learner. Cekaite (2007) documented the development of L2 interactional competence in a Swedish immersion classroom by illustrating the child's developing participation progress from a silent child to a noisy and loud child, and finally to a skillful student. In a similar vein, Watanabe (2016) displayed L2 IC development by tracking a novice learner's engagement in a multiparty classroom interaction. She argued that the changes in the learner's social roles, turn taking strategies, engagement as well as the appropriate language use proved the learner's L2 IC development.

One of the pioneering longitudinal works was Hellerman's (2008) book-long study, which tracked the same adult EFL learners' development in a range of practices such as opening a task, disengaging from the task, and opening a story in the classroom across several months and over some years. He documented that advanced level learners differ from the beginner levels in term of the sequential organization of storytelling and the linguistic resources they use in story opening. Consequently, Hellermann (2008) brought

evidence for L2 IC both in terms of linguistic development and in terms of the sequential organization of the given practice.

A very recent study has showed that the development of L2 IC is much beyond the classroom environment or face-to-face interaction and can also be observed in an online setting (Balaman, 2016; Balaman & Sert, 2017). In their longitudinal study, Balaman and Sert (2017) tracked L2 IC development in a technology-mediated task environment. First, they showed the emergence of L2 interactional resources and then they documented how learners develop and diversify these resources as they complete the video-mediated tasks. Considering the importance of tasks in L2 learning and the centrality of technology in teaching and learning, especially in recent years, their study enriched our perspectives of L2 IC development in virtual setting (see also Balaman, 2018a; Sert & Balaman, 2018; Pekarek Doehler & Balaman, 2021).

As mentioned earlier, another way of bringing evidence to L2 learning is documenting changes in learners' use of linguistic patterns. While some scholars name it as learning or learning behaviour, some others link it to L2 IC development. For instance, Markee's (2008) study is the pioneering of how CA studies bring evidence to language learning as a socially distributed cognition (Schegloff, 1991; te Molder & Potter, 2005) by tracking the emergence of a learning object over time. In this study, Markee does not use the term learning rather he intentionally terms it as learning behaviour to foreground how cognition is observable in behaviour. In other words, he aims to show learning as a social entity distributed socially rather than an individualistic treat. In his study, Markee (2008) principally offers a methodology named as Learning Behaviour Tracking (LBT) to track the learning behaviour longitudinally. LBT consists of two techniques: Learning Object Tracking (LOT), which is used to explore the occurrence of a learning object during a particular time; and the second one is Language Process Tracking (LPT), which uses CA analysis to show the learners' engagement in language learning behaviour. In a similar vein, this study will document the emergence of a learning object which occurs as a learning behaviour over

time. Therefore, Markee's study provides an analytic background for this current paper (see also Balaman, 2023 for interactional evidence of pre-service teacher learning based on Markee, 2008).

Another important study showing learning with the longitudinal investigation of a linguistic pattern was implemented by Ishida (2009) who showed the intricate relationship between the linguistic development and L2 IC. In this study, Ishida (2009) tracked the changes in the use of a Japanese versatile linguistic particle (i.e., *ne)* during a 9-month period and displayed a Japanese language learner's use of that particle in a wider range of sequential contexts and in turn his taking more active roles in developing a conversation. In doing so, Ishida made an original contribution to the field by evidencing the L2 IC development by displaying overtime functional diversification of the focal linguistic pattern in interaction. The interrelatedness of linguistic development and L2 IC development was also investigated in a similar context to this thesis, namely in a very young learner context. Watanabe (2017) conducts a longitudinal study on L2 IC development and brings a novice learner's developing turn-taking and appropriate use of the linguistic and interactional resources by observing the flow of interaction as the evidence for the development of his L2 interactional competence.

Another intriguing work providing empirical evidence for how long-term language learning is empirically observable in social interaction was conducted by Pekarek Doehler (2010) in French L2 classrooms. At first, Pekarek Doehler showed how the researcher, who was also participated in classroom interaction, and a student engaged in negotiating around the French verb *adorer* and how that particular learner reused the given verb three months later in a new grammatical and praxeological environment. In doing so, Pekarek Doehler showed how linguistic development was observably configured in small group L2 interaction. However, Pekarek Doehler drew attention to the other processes that may have potentially contributed to the particular student's learning.

Providing a counterargument for those who offer to combine CA with an exogenous theory to “make up for CA’s alleged inability to theorize learning” (Markee, 2008, p.405; Kasper, 2006), Hauser (2013) argues that CA does not require an exogenous theory to bring longitudinal evidence of learning. Thus, Hauser (2013) investigated the development of L2 negation of an adult learner of English with a focus on the signs of change and explicated the longitudinal tracking of learning. In doing so, Hauser openned the gate for more longitudinal CA-SLA studies looking at the development of linguistic resources such as grammar or vocabulary. Such a demonstrated ability of CA to evidence longitudinal language learning was also clear in Slötte-Lüttge et al.’s (2013) paper in a multilingual setting. Their study contributed to the interactional understanding of learning by examining a multilingual child’s learning of the Finnish word *tähti* (i.e., star). Demonstrating the changes in different situations in a weeklong longitudinal data, they brought evidence for the child’s learning of the word.

Overall, the above-mentioned longitudinal studies have clearly showed that CA is a robust methodology evidencing L2 learning by documenting the “seen-but-unnoticed” changes in learners’ talk-in-interaction. The term “change” will be also in the centre of this thesis because it refers to the leaners’ independent use of a newly acquired construction in a similar context after a period of time (Seedhouse, 2010) in the scope of the study.

Against this background, this study will have a longitudinal basis to bring evidence for L2 learning in a kindergarten classroom conceptualizing learning as the change in learners’ grammar-in-interaction observable in their socially distributed cognition. In doing so, the ethnomethodological roots of CA will inform the data analysis to track the changes in learners’ emergent grammar over time. Accordingly, it would be necessary to review the related studies on L2 grammar in-and-for interaction, which will be detailed in the following section.

L2 Grammar in-and-for Interaction

Grammar is a resource for interaction, and it is an integral part of interactional competence (Pekarek Doehler & Skogmyr Marian, 2022). Although longitudinal CA studies on the development of L2 IC have furthered our understanding by investigating the learners' diversification of methods such as turn-taking, disagreeing, topic organization and so forth over time (Balaman & Sert, 2017; Pekarek Doehler & Berger, 2018; Pekarek Doehler & Skogmyr Marian, 2022), how linguistic resources have an effect on L2 IC development remains unexplored to some extent (Pekarek Doehler & Skogmyr Marian, 2022). Accordingly, the role of grammar in and for interaction needs to be further investigated for the better understanding of L2 Interactional competence and L2 learning (Pekarek Doehler, 2018). In a similar vein, Piiranien Marsh and Lilja (2022) offer the reconceptualization of grammar as an object of learning in the wild to unravel the interactional functions of linguistic resources.

According to Hall (2018), the contributions of interactional competence to advancing understanding of the objects of L2 learning are less clear, which is possible because the term both refers to learners' underlying capacities to participate in social interaction and to other resources and various language-specific forms learners develop as they participate in diverse social interactions. Therefore, Hall (2018) provides a new empirical terminology to refer to the object of L2 learning and in return, re-term *interactional competence* as *interactional repertoires* that are new language-specific methods to better denote the variable nature of multilingual and multimodal resources learners employ in various social contexts.

In line with these arguments, grammar-in-and-for-social interaction has been a recent research interest for scholars targeting the elaborations on L2 interactional competence either in the wild or in the classroom settings (Eskildsen, 2011, 2012; Hall, 2022; Pekarek Doehler, 2018, 2021; Pekarek Doehler & Berger, 2019; Pekarek Doehler & Balaman; 2021; Pekarek Doehler & Skogmyr Marian, 2022). Most of these studies favour

the combination of (1) CA “as a method for capturing the local-social specifics and the dimension of actions accomplishment in L2 learning”, (2) Usage-based SLA as a method to track the linguistic patterns in action over time, and (3) Interactional Linguistics as a toolbox for “understanding the social anchoring of linguistic pattering and the relationship between linguistic items and the social actions they accomplish” (Pekarek Doehler & Eskildsen, 2022, p. 6).

For instance, combining CA, Usage-Based SLA, and IL, Pekarek Doehler (2018) deals with how linguistic resources play an instrumental role within the changing practices of learners and in the development of their L2 interactional abilities. In this study, she tracks the routinization of multiword expression *je sais pas* (I don’t know) over 10 months and shows the gradual routinization of the construction from an epistemic disclaimer with its initial literal meaning to an interactional resource to exit a turn at talk as the learner becomes more interactionally competent.

In a similar vein, Pekarek Doehler and Skogmyr Marian (2022) bring CA and usage-based linguistics together to show how L2 grammar-for-interaction develops over time as a part of L2 interactional competence. They track an L2 French speaker’s use of a linguistic construction *comment on dit* (how do you say) (see also Pekarek Doehler & Berger, 2019) over the course of 15 months in word search sequences and document the learners’ diverse use of the construction in different social contexts and its progressive routinization as the learner becomes more proficient in French. They showed the longitudinal diversification in the learner’s use of the construction in terms of meaning and context as well as the multimodal delivery of the expression. While the initial use of the construction was observed as the request for help for an unknown word, it was later deployed as a confirmation request. Gradually, the literal use of construction became less frequent, and its employment was routinized as a discourse marker to index cognitive search, to hold the floor, and finally as a self-correction preface. Consequently, they argued that there is an intricate relationship between L2 grammar-for-interaction and L2 IC development.

Similarly, using CA and Usage-based learning in combination in their case study on L2 use and language learning outside the classroom, Theodórsdóttir and Eskildsen (2022) brought evidence for the evolving L2 grammar for social actions and thereby the development of interactional competence. They followed an L2 learner's use of a specific linguistic pattern (i.e., the Icelandic auxiliary verb *ætla*) to accomplish diverse social actions. They observed that the construction was initially used for requesting in service encounters, however, this ability could not be transferred by the learner to other relevant environments in which the use of verb *ætla* was called on. Thus, the learner needed to learn the verb again to use it for different actional purposes such as accounting, news and plan sharing, requesting information, and confirmation. Accordingly, the use of linguistic construction and the social actions in which they served are closely related. Documenting the focal learner's increasingly diversified and productive use of the construction over time to accomplish various social actions, they brought evidence for her developing L2 grammar for social action, and in return her L2 IC development.

Pekarek Doehler and Skogmyr Marian's (2022) study and that of Theodórsdóttir and Eskildsen (2022) share a common point considering their stress on giving importance to rewilding language learning (see also Thorne, Hellerman & Jakonen, 2021) by documenting the development of learners' L2 grammar for interaction outside the classroom. Their findings provided a background for Piirainen March and Lilja's (2022) suggestion for the reconceptualization of L2 grammar as the object of learning and reconfiguration of the pedagogical materials and frameworks to help the learners act in the social world.

On the other hand, Pekarek Doehler and Balaman (2021) took a different route and tracked the gradual streamlining of a particular construction (i.e., let me check) as a social action format in online setting. Their study revealed the progressive simplification of a lexical construction serving as the solution mechanism for coordination problems and maintaining the progressivity of interaction. In doing so, they discussed the recalibration of the learner's grammar as it is adapting to new circumstances, languages, or media. Consequently, they

demonstrated that L2 grammar development in social interaction does not only manifest itself in the diversification of the constructions both in the form and meaning to accomplish diverse actions but also in the gradual simplification of a specific construction as a social action.

Although the studies that investigated L2 grammar outside the classroom or online setting have significant contributions to enriching our perspectives, the development of L2 in the classroom setting is scarce and needs to be empirically detailed (Hall, 2022). A very recent study is that of Hall's (2022) examining the link between specific interactional classroom activities and L2 learners' developing grammars. Hall (2022) also draws on CA and IL to identify the recurring interactional activities (i.e., information-seeking sequences) in L2 classroom group-work instruction. Hall's findings are highly significant in that she demonstrates the crucial role of language teachers play in designing the linguistic input for L2 learners in language classrooms and argues that recurring interactional activities in language classrooms are the main source of L2 input. Overall, in the light of the abovementioned studies, it can be argued that social interaction is the bedrock for L2 grammar (Pekarek Doehler & Eskildsen, 2022), and evidence of its development is available in the diversification and the routinization of the constructions to enact diverse actions.

Keeping the intricate relationship between social interaction and the development of L2 grammar in mind, this study will also discuss the emergence of L2 grammar out of social interaction and its progressive development. However, this study will take a different route by using the term "learning" rather than the development of L2 grammar as the data also documents the emergence of L2 grammar as the immediate learning object in an ongoing interaction. Namely, in contrast to the studies that bring the diversification or routinization of already available linguistic constructions as evidence of the development of L2 grammar, this thesis will document participants' co-construction of linguistic patterns as the learning object and their progressive sedimentation in learners' interactional repertoires as they

engage in recurring interactional activities. To do so, this study will adopt multimodal CA to document the minute details of the emergence of constructions as immediate learning objects based on collections of cases throughout the data, and the actions they accomplish through the sequential proofs available in their turns-at-talk.

Overall, this study will bring evidence to L2 learning by tracking the emergence of two specific linguistic patterns as immediate learning objects and their progressive sedimentation in specific learners' L2 interactional repertoire. As a result, the change in the learners' use of the constructions without any verbal and nonverbal prompts, namely their self-initiated use within the recurrent interactional activity will be discussed as evidence for their L2 learning. In line with this aim, the interactional organization of very young learner classrooms will be portrayed in the following section to better highlight the related issues to the research context of this thesis such as routine activities, role of L1 and translanguaging, gestures, and student initiatives.

Interactional Organisation of (Very) Young Learner Classrooms

Interaction in very young learner classrooms can be considered limited as the learners generally do not have extensive L2 backgrounds. Hence, engaging their students in classroom interaction can be challenging for language teachers. Therefore, by being aware of the interactional organization of very young learner classrooms, language teachers can facilitate learner engagement and create learning opportunities.

Keeping in mind that every context has its own complexities which result from the uniqueness of each participant involved, making generalizations may not be that suitable for similar contexts. On the other hand, the research on (very) young learner classroom interaction has revealed some common features of classroom interaction such as repetitive activities, language choice, and gestures which will be detailed in the following subsection to gain an understanding of the interactional organization of these contexts.

Repetitions and Interactional Routines

Social interaction is at the core of the language learning process in young learner classrooms as well as despite being limited due to the lack of the learners' initial knowledge of L2 or their minimal L2 repertoires. To encourage active participation in their classes, language teachers benefit from repetitive activities or more broadly interactional routines which are defined by Peters and Boggs (1986) as "a sequence of exchanges in which one speaker's utterance, accompanied by appropriate nonverbal behaviour, calls forth one of a limited set of responses by one or more other participants" (p. 81). According to Peters and Boggs (ibid), interactional routines facilitate language learning due to their predictable and repetitive nature, and they provide a participation framework for novice language learners. The predictable structure and repetitive nature of interactional routines allow the learners to expose to rich and constant interactive environments in which they engage despite their limited competencies. Thus, interactional routines are also effective in foreign language classrooms, especially for very young learners as they serve as "powerful organizers of student-teacher interaction" (Kanagy, 1999, p.1468). Accordingly, many scholars were interested in how interaction can be achieved, and learners' participation can be facilitated in young learner classrooms through repetitions and interactional routines (e.g., Balaman, 2018b; Björk Willen, 2008; Cekaite, 2007; Eskildsen, 2021; Kanagy, 1999; Pallotti, 2001; Roh & Lee, 2018; Watanabe, 2016, 2017).

To begin with, a ground-breaking study, Kanagy (1999) shows the interplay between the interactional routines and the development of preschool children's interactional competence in a Japanese immersion classroom. Thanks to the scripted nature and predictability of the recurrent activities such as taking attendance, greetings, and personal introductions, learners with no initial knowledge of L2 would have interactional access. In a similar vein, Cekaite (2007) documents L2 socialization in an immersion classroom in Sweden. With the combination of a micro-analytic approach and ethnographic fieldwork, Cekaite (2007) documents the longitudinal change in the focal student's participation in

multiparty conversational activities. In return, Cekaite argues that the learner's achievement of expertise in classroom interaction evidences her emergent L2 IC development. Also, she points the importance of longitudinal analysis in providing insights into the interplay between participation and L2 learning. Björk-Willen (2008) also puts interactional routines at the centre of her study to demonstrate how teachers' deviations from those routines create interactional troubles whose resolutions can create learning opportunities. Additionally, this study shows how interactional routines are locally managed classroom norms in a Swedish multilingual preschool classroom.

Two more longitudinal studies from a young learner EFL classroom were conducted by Watanabe (2016, 2017) in Japanese context. Focusing on the changes in the novice learner's engagement in teacher-led recurrent communicative activity, Watanabe (2016) argues that the gradual development of the learner's method of participation in terms of turn-taking strategies, roles, and patterns of involvement proves the very young learner's L2 IC. Along with that, her study displays how interactional routines as well as the deployment of verbal and embodiment as interactional resources play a prominent role in young learner EFL classrooms. Additionally, in another work, Watanabe (2017) points out the role of meaningful adaptation of the recurrent interactional sequences in learners' engagement and participation in a multi-party EFL classroom. Investigating the recurrent post-expansion sequences, Watanabe (ibid) traces the changes in interactional practices and the use of linguistic and interactional resources to bring evidence of the novice learner's L2 IC development. She argues that the learner's improved ability in taking appropriate self-selected turns and the use of linguistic and interactional resources prove her L2 IC development.

The role of repetitive activities in fostering learner participation was also discussed in Balaman's (2018b) study, which has a direct relevance to this thesis considering the research context and the participants. Examining video-recorded data from a very young learner classroom in Türkiye, Balaman demonstrated the teacher's management of a *repeat*

after me activity as an interactional routine to elicit a full-form construction (i.e., I am X) from the preschool children during their first instructional exposure to the target language. In result, Balaman (2018b) discussed that the repetitive nature of the interactional activity provided the learners to predict the next coming action; thus, they could orient themselves to the unfolding activity although it was their first encounter with English as a foreign language.

In a similar vein, Roh and Lee (2018) examined the role of repetition in teaching English to Korean kindergarten students with limited language proficiency. Focusing on the interactional work that the repetitions performed in a very young learner classroom, they found three important pedagogical actions that teacher repetition enacts in a Korean kindergarten classroom: eliciting cohort responses from students, getting students to realise and use a target language item, and getting particular responses. Furthermore, repetitions operated as organizational methods, which help the young learners recognize the pedagogical task and follow the lesson.

In the light of these findings, it can be concluded that repetitions and interactional routines are an integral part of young learner classrooms as they help not well-versed learners participate in classroom interaction. Now, I turn to another integral resource, L1 use and translanguaging in very young learner classroom.

Role of L1 and Translanguaging

The monolingual approach has long prevailed in language teaching, especially in foreign language classrooms in which the use learners' first language has been discouraged to provide the learners with a significant amount of exposure to the target language (Chaudron, 1988; Krashen, 1982; Levine, 2003; Littlewood & Yu, 2011; Macdonald, 1993; Turnbull, 2001; Turnbull & Arnett, 2002).

In today's world, internationalization and globalization resulting from various factors such as migration, education, and technology has made it inevitable to open a space for

the learners' L1 and any named languages in language learning processes. This has led to a hot debate on the use of first languages in foreign/second language classrooms in the last decades (cf., aus der Wieschen & Sert, 2021), and recent studies have attempted to bring new insights into the involvement of L1 and any named languages in language learning processes to facilitate L2 learning.

There is a link between the pedagogical focus and the language choice, and Üstünel and Seedhouse's (2005) study is a prominent example of such an intertwined link. They explicated that the teacher navigated from L2 (i.e., English) to L1 (i.e., Turkish) for some reasons such as eliciting learners' participation, checking comprehension, dealing with procedural trouble, clarifying meaning, managing classroom and giving feedback. The use of L1 can be necessary when checking comprehension, giving instructions, or eliciting language especially when the learners have a low level of language proficiency (Atkinson, 1993) because their limited or no knowledge can potentially cause understanding troubles. Therefore, more conversation-analytic research is needed on the role of language choice in young learner L2 classrooms to understand its role in facilitating L2 learning (aus der Wieschen & Sert, 2021).

Pointing to the scarcity of research dealing with young learners, aus der Wieschen and Sert (2021) examine the divergent language choices in Danish third grade EFL classrooms. They investigate the relationship between divergent language choices maintaining intersubjectivity and pedagogical foci. Even though the teacher consistently uses English while the students only speak Danish, that does not cause any trouble in maintaining intersubjectivity in the classroom, and their analysis uncovered two sequential formats to ensure student understanding: "(1) learner translations and reformulations for peer support in insert expansion sequences and (2) expansions initiated by students requesting information or clarification that display partial or no understanding" (p. 13). Importantly, they stress the significance of interactional space and encouragement given to students by their teacher when they are provided with the opportunity to use languages

other than the target language in the classroom to co-construct the meaning. As a result, what may be considered as a trouble in maintaining intersubjectivity (i.e., divergent language choice) in a language classroom can actually facilitate understanding, which once again shows the importance of focusing on actual multilingual classroom practices from the emic perspective (aus der Wieschen & Sert, 2021). As also evident in aus der Wieschen and Sert's study, involving learners' languages or any named languages in the learning process can mediate understanding between teachers and learners, foster learners' contribution, increase the academic comprehension of learners (Bozbıyık & Balaman, 2023; Tai & Wei, 2021a; 2021b; Yüzlü & Dikilitaş, 2022). Such a flexible integration of a variety of languages into the learning process is referred to as translanguaging, which is defined as an alternative model of pedagogy to bilingualism (Garcia, 2009).

Translanguaging is a practical theory of language "that comes out of practical concerns of understanding the creative and dynamic practices human beings engage in with multiple named languages and multiple semiotic and cognitive sources" (Wei, 2018, p. 27). Translanguaging allows for a holistic linguistic perspective on the use of bilingual and multilingual repertoires of the learners and the use of their native languages as a pedagogical strategy; therefore, it offers flexible and changeable practices that go beyond the boundaries between named languages and language varieties (Wei, 2018). Although it encompasses previous multilingual practices such as code-switching, code-mixing, etc., according to Garcia (2009) translanguaging "goes beyond what has been termed code-switching" (p. 45).

Although it is now referred to as a practical theory or approach to language teaching, translanguaging originally emerged as a description of a specific language practice observed by Williams (1994) in a Welsh revitalization program in which the teacher and the students had diverse language choices. In this program, the teacher tried to teach Welsh and the students responded largely in English (Williams, 1994) or the reversed case was observed when the teacher provided English explanations for what the students read in

Welsh. Williams argued that such practices should not be considered negative rather they facilitated problem-solving and knowledge construction by maximizing the teacher's and learners' linguistic resources.

Opening the gate of L1 and L2 use in a more systematic and flexible way for language learning and interaction, rather than monoglossic thinking (Littlewood, 2014), translanguaging has been a research interest for the scholars as a pedagogical approach or practice to facilitate learning opportunities in different classrooms. Stating that translanguaging is a more effective pedagogical approach than that of monoglossic ones, Yüzlü and Dikilitaş (2022) focus on the role of translanguaging in development of language skills in Turkish EFL context. They discussed that translanguaging is pedagogically effective by serving various purposes such as meaning making, facilitating learning, and promoting communicative abilities. Investigating translanguaging in an experimental research design, Yüzlü and Dikişitaş (ibid) suggest the encouragement of the systematic shuttling between L1 (i.e., Turkish) and L2 (i.e., English) as instructional and interactional language as the findings showed that the systematic flexible use of Turkish and English resulted in improvement in scores in their experimental study.

A very recently published paper by Bozbıyık and Balaman (2023) provided new insights for the role of translanguaging in maintaining intersubjectivity, in return creating learning opportunities in a higher education context. Providing a CA examination of the learners' translanguaging practices in the undergraduate degree program in an English medium instruction classroom in Türkiye, Bozbıyık and Balaman (2023) demonstrate how learners navigate through Turkish, English, and a mutually intelligible invented language to resolve their peer's understanding troubles. What is also interesting is that although the lecturer pursues English-only policy, she strategically manages learners' translanguaging practices and in doing so creates learning opportunities.

Evidently, translanguaging will be on the agenda of language learning studies considering the internationalization of educational settings. This study will also contribute to

this line of research by providing the role of the teacher's translingual practices in facilitating language learning in a very young learner EFL classroom.

Embodiment: Gestures

Gestures, or embodied resources more generally, are an inseparable part of classroom interaction as the entire body is put on the stage to gather learners' attention and to establish intersubjectivity. Therefore, classroom interaction is fundamentally embodied (aus der Wieschen & Eskildsen, 2019), and teachers' successful deployment of gestures in the service of teaching/learning is a component of their classroom interactional competence (Sert, 2015; Walsh, 2006) which is defined as "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2011, p.158).

Various studies have demonstrated that gestures play a vital role in the establishment of intersubjectivity (Eskildsen & Wagner, 2013; 2015; Majlesi, 2015), and they are pervasive resources deployed in language classrooms for recalling and re-indexing previously learned items (Eskildsen & Wagner, 2013, 2015), for vocabulary explanation (Lazaraton, 2004; Taleghani-Nikazm, 2008; van Compernolle & Smotrova, 2014, 2017, Sert, 2015) and for repairing a trouble (Mortensen, 2016; Seo & Koshik, 2010; Sert, 2017). Gestures are mostly benefited by the language teachers to make their unknown turn accessible for their learner, to elicit their contributions and in turn to facilitate participation (Cekaite, 2008; Eskildsen & Wagner, 2013; 2015; aus der Wieschen & Eskildsen, 2019, aus der Wieschen & Sert, 2021). Embodied resources also operate as a way of visual scaffolding (Kanagy, 1999), especially for vocabulary explanation (aus der Wieschen & Sert, 2021; Sert, 2015; Sert & Walsh, 2013) and foster learners' engagement (Balaman, 2018b; Watanabe, 2016).

Due to their limited L2 knowledge, the novelty of a construction or a turn in L2 mostly causes understanding problems in very young learner classrooms. Thus, teachers should be aware that embodied actions have crucial potential in introducing English to very young

learners (aus der Wieschen & Eskildsen, 2019). However, the research on gestures has been predominantly on adult learners (aus der Wieschen & Eskildsen, 2019) and research on young learners is scarce except for some studies conducted in various contexts. For instance, the deployment of gestures (e.g., pointing) by the language teacher as a visual scaffolding when the children have difficulty in comprehending L2 was displayed in Kanagy's (1999) study in a Japanese immersion classroom. She argues that young learners rely on visual scaffolding in order to grasp what the teacher is saying when their L2 knowledge is not sufficient. A similar finding is also available in Sert's (2017) paper which explicates the use of gestures as an embodied explanation to facilitate learners' understanding of a vocabulary item (see also Sert & Walsh, 2013). Bringing data from a single case classroom interaction in a secondary school in Türkiye, Sert (2017) illuminates the synchronised deployment of gestures with the linguistic content in service for providing visual scaffolding for an unknown vocabulary item. Sert (ibid) argues that teacher's deployment of gestures as an embodied explanation paved the way for the change in the epistemic state of a learner who claimed his lack of knowledge. Bringing the learner's use of that vocabulary item 28 minutes later in the same class hour as the evidence of L2 learning, Sert (2017) argues that effective use of teacher gestures can promote student understanding, thus it is highly related to teachers' CIC.

Along with making turns accessible for the learners, gestures operate as a resource for teachers to foster learners' participation. Evidence for this argument is available in Balaman's (2018b) study in a very similar context to this thesis. Balaman (2018b) documented the management of an interactional activity by a pre-service teacher with the deployment of embodied actions during her practicum teaching. The repetitive and effective use of embodied resources made the directives accessible for the learners who had no initial L2 knowledge, and in return, the learners participated in the activity even though it was their first encounter with EFL. Thus, Balaman (ibid) substantiated the crucial role of

embodied resources in the management of the focal activity and engaging students in a preschool L2 classroom.

Aus der Wieschen and Eskildsen (2019) were interested primarily in teachers' and learners' use of gestures as a resource for learning and teaching, so they focused on how young L2 learners achieve intersubjectivity with the use of locally anchored, embodied resources in the form of gesture-talk connections. As students oriented to the teacher's embodied repair by returning the same gesture, aus der Wieschen and Eskildsen (2019) especially deployed return gestures (de Fornel, 1992), which they define as "reciprocal gestures employed by interactional co-participants to display ongoing listenership and understanding; that is, a recipient's response, a second speaker's use of a gesture that resembles or is identical to a gesture used by a first speaker *in situ*" (p.32). In addition, their longitudinal data collected over two years from Danish EFL classrooms allowed them to trace the occurrences of these gesture-talk connections over time and their sedimentation in learners' interactional repertoires to be used in later occasions. As a result, they found that the gesture-talk connections established as a result of interactional work played a significant role in occasioning learnables and teachables in a young learner EFL classroom. Furthermore, they demonstrated that the embodied construct worked as a good strategy to prompt students' participation along with illustrating the meaning and the function of the language. Therefore, they attracted attention to be aware of the teaching potentials of the effective use of multimodal resources in young learner classrooms.

With their study on divergent language choices of third-grade Danish EFL students, aus der Wieschen and Sert (2021) put forward an important implication for teaching English to young learners with regard to the role of gestures in the elicitation of an L2 item. They displayed how gestures work as an effective elicitation resource for L2 constructs especially when combined with designedly incomplete utterances (DIUs) which are "designed as incomplete utterances: either grammatically incomplete sentences, phrases, or individual words to be continued, but not necessarily completed, by the student" (Koshik, 2002, p.

288). They argued that DIUs and gesture combinations can enact as visual resources to facilitate the use of L2 forms by students, which may ultimately promote language development.

Against this background, gestures are evidently an integral part of interaction in young learner classrooms as they play a pivotal role in meaning-making and facilitating understanding for the learner with limited or no L2 knowledge. Exploring the interactional data from very young learner perspectives, this thesis will also shed light on the role of gestures in a very young learner EFL classroom in the Turkish context.

Student Initiatives

Language teachers use various interactional practices to increase students' participation in classroom interaction, and their management of learners' initiatives plays a key role in fostering student participation and thereby creating learning opportunities.

Waring (2011) defines learner initiatives as any uninvited attempts made by the learners to contribute to the ongoing interaction when they are not specifically nominated as the next speaker or when they do not provide the expected response when they are selected. Additionally, she also proposes three types of student initiatives; Type A: initiation of a new sequence by the learners, Type B: volunteering a response, and Type C: exploiting an assigned turn to initiate a sequence. The common point of all types is displaying knowledge.

Learner initiatives have various functions evident in recent studies such as testing a hypothesis, doing a joke, requesting confirmation and clarification, seeking or adding information, showing and seeking understanding, initiating repair and correction, changing and ongoing activity or proposing a new one, or to incorporate causal conversation into classroom (Dolce & van Compernolle, 2020; Kääntä & Kasper, 2018; Waring, 2011). According to Waring (2011) learner initiatives are as an important factor in promoting learning and teachers' management of learner initiatives can construct or obstruct learning

opportunities. Accordingly, the link between the teachers' management of learner initiatives and creating learning opportunities has been a research interest (Bozbıyık & Can Daşkın, 2022; Fagan, 2012; Garton, 2012; Jacknick, 2011; Kardaş İşler, Balaman & Şahin, 2019; Sert, 2017; Waring, 2011).

The complex link between teachers' management of learner initiatives and generating learning opportunities was explicated in Sert's (2017) study in a secondary school in Türkiye. In his singe-case analysis of 45-minute classroom interaction in a 9th grade EFL classroom, Sert (2017) illustrates the teacher's successful management of a knowledge gap initiated by a learner who solicits help for an unknown vocabulary item (i.e., each other). Managing this gap in knowledge through the use of embedded correction, embodied repair, and embodied explanation (i.e., gestures) in prediction activities, the teacher leads to a change in that student's epistemic state, thus creating a learning opportunity. Referring to learning as the changes in epistemic states, Sert (2017) also brings evidence for language learning by documenting that particular learner's use of that vocabulary item 28 minutes later in the same class hour. In his paper, Sert (2017) presents the CA-based explication of a micro-moment of learning (Markee & Seo, 2009) and the micro-longitudinal tracking of the learning evidence of a linguistic pattern, resulting from the teacher's successful management of a learner's initiative. All these findings make Sert's paper highly relevant to this thesis aiming to explicate a particular learner's learning of a specific construction marked as an immediate learning object upon his claim of no knowledge. However, it differs from Sert's study with respect to the longitudinal design (three months period) and the management of learner initiatives, namely not being managed by a teacher but, interestingly, managed by a peer in a very young learner classroom.

Such a role of peers in resolving epistemic troubles is discussed in a recent paper by Bozbıyık and Can Daşkın (2022) in Turkish EFL classrooms when the teacher's response is observably insufficient to student initiatives. They found two different types of

learner initiatives: providing a response when the learner initiative is responded with a lack of knowledge by the language teacher and offering support in challenging the teacher's response to the learner initiative. Arguing that the possibility of missed learning opportunities which may result from the teacher's insufficient management of student initiatives can be converted into learning opportunities with the involvement of peers, they clearly reveal the role of peers in managing the interactional activity in teacher fronted L2 classrooms and creating learning opportunities. Their study has a direct relevance to this thesis in terms of displaying the role of a peer in resolving knowledge-related troubles in whole-class interaction as well as the dynamic nature of classroom interaction despite the difference in the context. Still, how peers contribute to creating learning opportunities when the interactional trajectory is shaped by a learner is an under-researched area (Bozbıyık & Can Daşkın, 2022).

The relationship between teachers' management of learner initiatives and fostering active participation in a young learner classroom was a research interest for Kardaş İşler et al. (2019) who conducted a study at the primary school level in Türkiye. They discussed that when the learner initiatives were managed by the teacher through the deployment of various resources such as reformulation, counter questioning, hinting, DIU and explicit positive assessment, other students can be encouraged to initiate and contribute to the classroom discourse.

Considering the findings of these studies, learner initiatives have a great potential to create learning opportunities when they are successfully and strategically managed by language teachers. Student initiatives can also be common in very young learner EFL classrooms especially when they have knowledge-related troubles due to their limited or no knowledge of L2 or because of their tendency to be more willing to display their knowledge. However, such initiatives can be occasionally regarded as a misbehaviour by the language teachers in very young learner classrooms in which learners are expected to follow some classroom norms to participate and contribute to classroom interaction. Keeping all this in

mind, this study will provide new insights into learner initiatives by bringing data from a kindergarten EFL classrooms EFL classroom.

Studies on Turkish (Very) Young Learner Classrooms

Teaching English as a foreign language to (very) young learners in Türkiye does not have a long history. It was first introduced as a compulsory course in the public primary schools from the 4th grade to 8th grade in 1997 when the Ministry of National Education (MoNE) extended the compulsory education to eight years. Another revision was made in 2012 by MoNE in the national education system in 2012 with the introduction of a three-tier model including 4-year primary education, 4-year secondary education and 4-year high school education. In return, the curriculum was changed, and the onset of foreign language education was lowered to 2nd grade in state schools. Since then, scholars have paid increased attention to exploring young learner classrooms in Türkiye from different perspectives such as grammar teaching (e.g., Göksu, 2014), language assessment (e.g., Üçok Atasoy, 2019), learners'/teachers' attitudes and perceptions (e.g., Gürsoy, Korkmaz & Damar, 2013; Kalsüm, 2022; Kayhan, 2021; Muhammetnurova, 2022; Şener, 2017), learner/teacher motivation (e.g., Asmalı, 2017; Bahar, 2018; Taştekin, 2020; Zeyrek, 2019;) the use of specific teaching method/ technique and material (e.g.,Taştekin, 2020, Vatansever, 2021, Yumurtacı, 2019), program or coursebook evaluation (e.g., Doğru, 2022; Güngör, 2020), online education (e.g., Yüksel Alper, 2022) teacher education (e.g., Göngör, 2016). Furthermore, young learner vocabulary teaching has been a research interest mostly in experimental studies (e.g., Çelik, 2015; Çil, 2020, Doğan, 2021; Işık Khan, 2023; Öznar, 2022; Tarakçıoğlu & Tunçarslan, 2014; Vatansever, 2021; Yumurtacı, 2019), and they have a direct relevance to this thesis aiming at documenting L2 construction learning in a kindergarten classroom from a micro analytic perspective.

To start with, Tarakçıoğlu and Tunçarslan (2014) investigated the role of short stories in vocabulary teaching in a Turkish preschool classroom. In their experimental study, they involved randomly selected 28 pre-schoolers aged 3-4. The target vocabulary items

were taught both to experimental and control groups in 7 weeks and a pre-post-test design was implemented to determine the recall rate of the learners. They observed that the learners in the experimental group in which short stories and story-based activities were used recalled more words compared to the control group. As a result, they argued that a short story-based syllabus provided a meaningful and enjoyable way of vocabulary teaching in very young learner classrooms. In a similar vein, with a very recent study, Işık Khan (2023) examined young learners' L2 vocabulary learning through reading storybooks. In the experimental study, she particularly focused on the target word recognition of thirteen 5th-grade students who were involved in an online extensive reading program consisting of interactive digital materials. The target vocabulary list was determined with the pre-test design and a post-test was implemented after ten reading sessions to assess the students' recognition levels of the target words and examination of the quantitative data documented the students' higher levels of vocabulary recognition.

In a similar context to this thesis, Kimsesiz, Dolgunsöz & Konca (2017) investigated the effectiveness of vocabulary teaching to preschool children (age 5-6) through Project Based Learning (PBL) from a longitudinal design. At first, they conducted an online survey with 150 kindergarten language teachers to define the traditional techniques used in vocabulary teaching and the rate of PLB use in Türkiye. They found that the kindergarten teachers mostly use coursebooks, games, Total Physical Response, songs, flashcards and animations and the rate of PLB is minimum (3%). Later, they divided 28 preschoolers randomly into experimental and control groups and 8-week PBL instruction was implemented in the experimental group while the control group was taught with traditional techniques by the same language teacher. Their findings showed that PBL provided more effective EFL vocabulary teaching for preschool language learners who were observed to have been more active in PBL classes.

Taking a different routine, Kalaycı (2020) focused on how previously taught words were revised in a 2nd grade EFL classroom. Adopting conversation analysis as the research

methodology, Kalaycı (ibid) documented the interactional patterns of vocabulary revision with the analysis of video-recorded data collected from a private language school in Türkiye. She argued that vocabulary revision was mostly practised by the language teacher by referencing to the past learning events (Can Daşkın, 2017) in the initiation of the main activity or a new topic. This was a strategic teacher practice to define the students' learning state of previously studied words and to use a dialogic approach for the vocabulary explanation. While explicating how vocabulary teaching is interactionally organized in a young learner classroom, Kalaycı also documented the linguistic, embodied and visual resources deployed in the vocabulary revision, and in return provided implications for teaching vocabulary to young learners and L2 CIC. According to Kalaycı (2020), classroom-based research conducted in young learner classrooms is limited and this limitation is even bigger when the number of CA studies is considered. Such a gap was also stressed in Çimen and Bal Gezegin's (2021) paper reviewing the thesis written on teaching English to young learners in Türkiye after the onset of teaching English to young learners was lowered to the 2nd grade. In the light of the available research on teaching English to young learners in the Turkish context, Çimen and Bal Gezegin touched upon some important issues. First of all, they stressed the importance of diversifying the research methodologies and conducting more case studies, action research or conversation analytic research (see also Atay, 2022, and Balaman, 2018b) considering their scarcity in the Turkish context. Secondly, they pointed out the lack of longitudinal studies and the importance of conducting research in diverse geographical regions in Türkiye. In addition, they stressed the necessity of video/audio-recorded classroom interactions to gain a deeper understanding of real classroom interaction and teaching practices. Finally, they called for increasing the number of studies in the kindergarten classrooms.

Against this background, this study will contribute to the available literature as being the first longitudinal CA study on L2 construction learning with the analysis of video-

recorded naturally occurring classroom data gathered from a kindergarten classroom in the northern part of Türkiye.

Conclusion

In this chapter, the emergence of CA-SLA as an independent field of inquiry to language learning was introduced, and then the conceptualization of learning within CA-SLA was discussed in the light of research studies including the ones specifically concerned with L2 grammar in-and-for interaction. This was followed by the description of the interactional organization of (very) young learner classroom was described in terms of the interactional routines, role of L1 and translanguaging, gestures and learner initiatives all of which have a direct relevance to the research setting in this paper. To provide more insights into the research setting, the participants, the classroom context, and the research methodology will be detailed in the following methodology chapter.

Chapter 3

Methodology

This chapter presents the methodological details of the thesis. First, the research context will be introduced concerning the participants involved in the study. Then the ethical procedure and the data collection process will be detailed. This will be followed by a description of the data transcription and building collection processes. Finally, Conversation Analysis (CA) will be introduced to explain the data analysis procedures, and validity and reliability issues will be discussed.

Research Context and Participants

Before detailing the research context, it would be necessary to explain a number of factors affected the selection of the kindergarten classroom as the research context. One of them is the Covid-19 pandemic which had a great impact on not only health but also the education all around the world. Before the data collection started, the schools were closed in Türkiye due to the health precautions because of the Covid-19 pandemic, and the distance education process started all around the country. However, kindergarten classrooms were the exceptional groups continued to have instructions in face-to-face classrooms. Another reason was the accessibility of the research context for the researcher as she planned to participate personally in the data collection process to bring an ethnomethodological insight into the data collection by observing all the classes and taking field notes. Considering the geographical proximity, availability at a given time, as well as the participants' willingness to participate in the research led the researcher to follow the convenience sampling procedure for the determination of the research context. Therefore, the data was collected from an 'English as Foreign Language' classroom in a private kindergarten classroom in the northern part of Türkiye. The school started in September and ended in January. In the year of data collection (2021), the students were grouped into four considering their age: one 3-year-old group, two 4-year-old groups and one 5-6-year-

old group. Each group had one hour of English class daily from Monday to Thursday, and all the groups were taught by the same language teacher. The 5-6-year-old group with 15 students were included in this research project considering the technical opportunities of the classroom to collect data, the language teacher's schedule and the number of students attending the class during the Covid-19 pandemic.

All the students were grown up in Türkiye, spoke Turkish, and learned English as a foreign language, and they had the same proficiency level in English (zero beginner) without any L2 background. There was no balance in the classroom regarding gender; the number of female students was higher than that of male students. The class had 15 students in total, but the number of students was not stable during the data collection process because of the Covid-19 pandemic. At the time of data collection, there was a mask mandate in Türkiye; therefore, all participants, including the kindergarten students, wore face masks. Face to face interaction was at the core of the teaching/learning process in this EFL classroom, and each class usually started with a question-and-answer interactional routine. Therefore, the students were generally seated in a U-shaped arrangement facing the teacher. The chairs were portable and arranged accordingly when they played games, danced, or engaged in similar physical activities.

The English language teacher (TEA) was born and raised in Germany. She was multilingual, speaking German and Turkish as native languages, and English and Spanish as foreign languages. She had a bachelor's degree at department of early childhood education from a state university in Türkiye. She also had an ESL certificate and three years of teaching experience with very young learners.

The content of each class was predetermined by the language teacher at the beginning of each semester, and the parents were informed weekly. They repetitively covered the same topics at the beginning of each class with the same routine questions, which were summarized in Table 1 below.

Table 1

Interactional Routines and Routine Questions

Topics	Routine question
Personal information	• What's your family name? • Where are you from? • How old are you?
Colours	• What is your favourite colour?
School	• Who is missing today? • What's your school's name? • Who is your best friend? • Who is your teacher?
Weather conditions	• How is the weather today?
Feeling adjectives	• How are you today? • How do you feel today?
Clothes	• What are you wearing today?
Food and Drinks	• What's your favourite food? • Do you like X? • What did you eat for lunch today?
Family	• How many people are there in your family? • Do you have a sister/ brother etc?
Animals	• Do you have a pet? • Do you like X?
Free time activities	• Do you like X / doing X?
Activities	• What is she/he doing?
Rooms	• Where is your mother /father etc?

As is the case in most very young learner classrooms, songs, nursery rhymes and flashcards were mostly utilized, especially in vocabulary teaching by the language teacher. While dancing and songs were used as opening and closing ceremonies, they were also tools for vocabulary teaching, such as for body parts, action verbs etc. Additionally, toys, puppets, and realia such as fruit, stethoscope, etc., were used as supplementary materials by the teacher in line with the topic of the class. Chinese whisper, musical chairs, board games, and some other invented competitive games were played as a part of the class to practice the vocabulary playfully.

As for the language of the classroom, English was mainly used as the classroom language by the language teacher, while students mostly spoke their mother tongue (Turkish). Although the data set included many cases in which the language teacher explicitly performed language policing (Amir & Musk, 2013), English-only was not the rule

in this classroom. Because the language teacher occasionally enacted translanguaging for classroom management, vocabulary explanation, or to give instructions for a novel activity, it is safe to say that the language teacher had a flexible position concerning language alteration in this very young learner classroom.

In brief, classroom interaction was at the centre of foreign language learning in this very young EFL classroom. Therefore, the primary purpose of this research project is to explore the potential learning opportunities that can arise when learners engage in classroom interaction. To fulfil this goal, the following research questions were constructed.

Research Questions

The main purpose of this thesis is to explore the learning opportunities that can emerge from classroom interaction considering not only language teachers but also the students can manage the classroom interaction in the service of their teaching/learning. This argument results from the unmotivated looking of naturally occurring classroom data, and the evidence for that argument will be provided in the light of following research questions.

1. How do the teacher facilitate L2 construction learning in a very young learner classroom?

    1.1. What are the interactional resources that the teacher deploys in creating learning opportunities in a very young learner classroom?

    1.2. In what ways do the teacher interactional resources facilitate the L2 construction learning in a kindergarten classroom?

2. How do language learners create learning opportunities in a very young learner EFL classroom?

    2.1. How does resolving an understanding problem lay the ground for learning opportunities in a very young learner EFL classroom?

2.2. How do language learners' L2 construction learning become observable in interactional data in a kindergarten EFL classroom?

2.3. What interactional resources do language learners employ in the service of adding a specific construction into their L2 repertoire?

Research-informed answers to these questions will be provided by exploring the participants' own perspectives using CA as the research methodology. In doing so, there are certain ethical procedures that must be followed meticulously as the study involves human participants, especially 5-6-year-old children. These ethical considerations will be detailed first before describing the data collection process.

Ethical Consideration

The data for this research project was gathered through video recordings so there may be instances that might reveal the 5-6-year-old participants' identities and personal information; therefore, the ethical concerns are of utmost important (Jenks, 2011; Mondada, 2013). To conduct this research, the researcher needed to first obtain ethical approval from the local committee based in the university. Accordingly, this study was granted with ethical clearance from Hacettepe University Ethical Commission (Appendix F).

With the clearance received, the researcher personally made an initial contact with the administrators and the language teacher in order to inform them about the aim of the project. All the staff and the parents were asked to read and sign the consent forms prepared in Turkish to ensure comprehension and informing them about the research project, the confidentiality of the data, their right to withdraw whenever they want as well as requesting their confirmation for their permission and participation. The researcher's contact details were also given to answer any possible questions directed by the school staff and the parents. The participants were also ensured that their identities would not be disclosed at any circumstances. Their faces would be blurred/covered via visual editing tools, and their names would be pseudonymized.

The students included in the extracts in the Analysis chapter were abbreviated as follows: Teacher (TEA), Eliz Gamze (ELG), Merve (MER), Balasu (BAL), Kıraç (KIR), Betül (BET), Ahlat Yagız (AHY), Berat (BER), Ferda (FER), Arel (ARL), Alya (ALY), Cagan (CAG), Zeren (ZER), Ozge (OZG), and SSs is used to mention simultaneous talk by more than one student.

Upon their declaration to voluntarily participate in the research project, the data collection process started with the procurement of the necessary equipment.

Data Collection

Before starting the data collection, the classroom environment was visited in advance to locate the cameras, and to do the necessary preparation for the data collection. The researcher also contacted the school staff and the language teacher to gather more information about the students and courses before starting the data collection. Once the necessary preparation was made in the classroom setting and the participants' willingness was authorized, the data collection procedure began on 1st of March 2021 and lasted over nine weeks. The detailed process of data collection is provided in Table 2 below.

Table 2

Data Collection process

Data Collection Timeline		
Date	Week	Duration (minutes)
1st March	1st Week	47 min.
2nd March		50 min
3rd March		52 min
4th March		55 min
8th March	2nd Week	41 min
9th March		56 min
10th March		52 min
11th March		44 min
15th March	3rd Week	52 min
16th March		47 min
17th March		48 min
18th March		47 min
22nd March	4th Week	53 min
23rd March		51 min
24th March		No class

25th March		45 min
29th March	5th Week	53 min
30th March		53 min
31st March		51 min
1st April		52 min
5th April	6th Week	57 min
6th April		50 min
7th April		53 min
8th April		48 min
12th April	7th Week	51 min
13th April		55 min
14th April		51 min
15th April		No class
19th April	8th Week	53 min
20th April		50 min
21st April		46 min
22nd April		51 min
26th April	9th Week	52 min
27th April		51 min
28th April		50 min
29th April		No class
Total	9 Weeks	1667 Minutes

Considering that the available CA-based studies conducted in young learner contexts with a particular classroom where the focus is on one teacher or in a specific student have contributed to our understanding of the relation between the classroom interaction and L2 development, focusing on one single classroom with one teacher does not cause any validity problem as it does not aim to compare the skills of participants in different contexts nor generalize the findings. Instead, drawing on the uniqueness of each individual learner and the classroom context, the general aim is to provide a detailed description of the actions accomplished by the participants in a multi-party, very young learner classroom and draw conclusions for their L2 development on a longitudinal basis. In line with this aim, the data was collected over two months from 1st of March to 29th of April 2021. According to Seedhouse (2004), a database of five to ten hours is generally considered reasonable to make a generalization and draw a conclusion, therefore, the 9-week video recording constitutes a reasonable database for this research project.

For the analysis of video-recorded data, multimodal conversation analysis will be used to capture the nonverbal behaviours of the learners because they play a vital role in meaning

making especially in kindergarten classrooms. As will be evident in the data, the deployment of embodied resources is inevitable for language teachers for many reasons such as providing visual scaffolding (Kanagy, 1999) or explaining vocabulary (aus der Wieschen & Sert, 2021; Sert, 2015; Sert & Walsh, 2013) fostering learners' engagement (Balaman, 2018b; Watanabe, 2016). Relatedly, using more than one camera is important considering that a single view can significantly limit or even make it impossible to examine the action of interest although there may be situations which necessitate the simultaneous recording of the activities of the participants. This is highly crucial in very young learner classrooms which include a lot of interrupted and overlapping speech as well as the students' tendency to move around the class. Keeping this in mind, two video cameras located in different positions were used to capture all the interactional details and the multimodal resources employed in the classroom interaction. While one of the cameras was positioned at the back of the classroom to record the teacher and another one was placed at the front of the classroom to record the students without interfering in the learning and teaching environment. Note that the cameras were not fixed, and they were relocated by the researcher when necessary. The researcher personally attended the data collection process to make observations and take field notes to support the analysis as well as to solve any possible technical problems immediately. Accordingly, the availability of the researcher during the classroom interaction also provided the ethomethodological insight to the data analysis.

The data collection was ended on 29th of April, and a total of 33 classroom hours were recorded over nine weeks. Upon the completion of the data collection, the transcription process started, and the following section will present how the data transcribed and the collection was built.

Transcribing the Data

Transcription is the orthographic representation of data, and constitutes the basis of the analysis (Sert, 2015). Transcripts are the practical means of capturing and presenting the phenomena of interest in written form (ten Have, 2007). To conduct a CA analysis, naturally occurring data need to be transcribed first in order to help the analyst to see the complex nature of talk (Liddicoat, 2007). The importance of transcripts is also asserted by Jenks as “transcripts are particularly helpful in conducting research in that they provide a level of detail that is nearly impossible to account for whilst listening and/or watching a recording of communication in real time” (Jenks, 2011, p.5). With the aim of detailed exploration and description of the orderly practices of learners’ action (Hepburn & Bolden, 2013) in a very young learner classroom interaction, the mostly known and commonly used transcription system adopted from Gail Jefferson (2004) and Lorenza Mondada’s (2018) were utilized in the multimodal transcription of the data (see Appendix A -B for transcription conventions).

As the transcription of the data is at the core of the analysis (Hutchby & Wooffitt, 2008), the steps of the transcription process should be described in detail. First of all, archiving the data was vital for the chronological order of the recording to allow for the longitudinal tracking of learners’ L2 development. Thus, each recording was given a code for identification, such as 15_03_ES/EM. In this title, the 15 stands for the day of the recording while 03 frames for the month, and ES or EM stands for the camera captured the recording. Finally, the minutes and the seconds were added right after the month of the recording to show the starting and ending time of the extracts (e.g., 15_03_05:03_ES).

After labelling each recording, they were orthographically transcribed. This process lasted almost three months as the data involved a lot of noise, interruptions, and overlapping talk. Next, all the recordings were watched repeatedly, and the initial less detailed transcription was performed in Transana Software using basic Jeffersonian notation. After watching the data with an unmotivated looking perspective and going through the simplified

transcriptions numerous times, the researchers took notes of some recurrent cases with initial observations. Then, young learners' self-initiated L2 productions involving certain constructions were identified as the phenomenon to be investigated for this research project. After collecting all the cases, the whole dataset was investigated retrospectively to track the chronological occurrence of the emergent constructions, and these cases were transcribed in detail including all the multimodal aspects of interaction. Finally, the collection including learners' self-initiated L2 productions was gathered as detailed in the following section.

Constructing the Collection

Before describing how the collection was constructed in detail, it should be noted that transcription of the data and building collection lasted almost 6 months as the data was gathered from a very young learner classroom. The data included a lot of interrupted or overlapping talk, and the students made a lot of noise as they were playing a game or competing. Moreover, they usually jumped and moved around the classroom or talked to their peers, which led the teacher to enact classroom management measures in many cases. Therefore, such dynamics in this very young learner classroom made the transcription process quite challenging and demanding for the researcher, and this can be one of the limitations of the study.

Watching the whole 33 hours of recordings numerous times with an unmotivated looking, students' self-initiations including some certain constructions, given in Table 3 below, were found intriguing especially for a beginner level class. All these cases were gathered, and they constituted the main collection. When the dataset was examined retrospectively to collect all the cases for each construction, it was found that each construction poses a unique longitudinal trajectory. All the recurrent constructions together with the number of cases are given in Table 3 below.

Table 3

Occurrences of the construction in the dataset

Self-initiated L2 Production			
Construction	Cases	Construction	Cases
• Dangerous	5 cases	• missed it	2 cases
• Oh my good	8 cases	• Serious	5 cases
• Healthy	4 cases	• Surprised	4 cases
• My turn	3 cases	• Broccoli	5 cases
• Little bit	24 cases	• Colourful	2 cases
• Me too	23 cases	• In the	17 cases
• Stingy	8 cases	• Very very	6 cases
• Ring the bell	2 cases		
Total		118 cases	

Among them, the constructions *me too* and *little bit* involved the cases enabling retrospectively tracing back to the moments when they were treated as learning opportunities by the teacher and three different students, thus allowing for the longitudinal tracking of three learners' L2 development over time with respect to these constructions. Therefore, the extracts demonstrating the occurrences of *little bit* (24 cases) and *me too* (23 cases) constituted two sub-collections for this study. The sub-collections were divided into two categories regarding the agent of the initiation of the learning opportunities. Namely, while the construction of *little bit* was marked as an emergent object by the language teacher, *me too* was marked as a learning object by two different learners by claiming their lack of knowledge. That is why, the first sub-collection was labelled as teacher initiated L2 construction learning (see Section 4.1) while the other was named as learner initiated L2 construction learning (see Section 4.2), and they will be examined in two different sections in the following chapter.

Within the first sub-collection, 5 extracts were involved in the study to track the development of a particular student's (ELG) developing L2 trajectory with respect to the construction of *little bit*. Other cases that do not involve ELG's participation but still showing the deployment of the construction by the language teacher were summarized in Table 4 in the analytic chapter to provide a complete picture. As for the second sub-collection,

including two different learners' L2 development with respect to the same construction (*me too*), the cases of only one learner were included. In total, 9 extracts were involved in this study to bring evidence to the L2 development of two different learners in a very young learner EFL classroom. To do this, CA was adopted as the research methodology since its data-driven nature allows for explicating participants' own perspective. Thus, prior to the analysis of these excerpts, the methodological underpinnings of Conversation Analysis will be described in the following section.

Conversation Analysis

Conversation analysis is a well-established research methodology to examine and understand talk as the basic component of human social life (Sidnell, 2010). Rooted from Garfinkel's (1964, 1967) ethnomethodology, CA was pioneered as a naturalistic observational discipline in the early of 1960s by the sociologists Harvey Sacks and Emanuel A. Schegloff for the formal and empirical examination of the details of social action (Schegloff & Sacks, 1973). To do this, CA centralizes the naturally occurring data to document the participants social actions thanks to the fine-grained analysis. CA has its own principles (Seedhouse, 2005) making it a strictly empirical analytic approach for the data-driven exploration of the participants perspective (i.e., emic perspective) having its own principles. The first principle reflects the inherent ordered structure and systematicity of talk at all points of interaction. In other words, each point of talk is structured in an order at all points of interaction. This ordered structure is constructed with the building blocks of interaction such as turn taking, repair, preference, and sequence organization (Seedhouse & Walsh, 2010) to establish an intersubjective understanding within a specific context. This intersubjectivity is not only shaped by the context (context-shaped) but also shapes it with the contributions of interactant (context-renewing). That places the context at the core of meaning making process because the mutual understanding occurs in the context in which the meaning is co-constructed through interactants' making sense of each other's contributions. This collaborative sense making in a turn lays the ground for the next

contribution, so the intersubjectivity is maintained as the interaction flows. Accordingly, the second principle of CA reflects the interdependent relation between context and intersubjectivity.

The third principle is connected to the systematicity of talk which is constructed with all details of interaction. Therefore, “no order of detail can be dismissed a priori as disorderly, accidental, or irrelevant” (Heritage, 1984a, p. 241). Such an obsession for the importance of any kind of details in contributing and shaping the analysis reflects the micro analytic nature of CA analysis, which can be captured by merits of the highly detailed transcript system. The transcription of the data does not refer only to orthographic representation of talk, it also for the exploration of granularity of talk such as gestures, pauses, elongation, prosody etc., all of which have a direct effect in meaning-making and maintaining intersubjectivity. The robustness and empirical root of CA comes from the fourth principle as CA offers bottom-up and data-driven analysis. No exogenous theories are needed to inform the analysis because CA aims to document the emic perspective without the interference of researcher’s preconceived assumptions or categories such as identities, gender, race, age etc. Such details are involved in the analysis only if they are made relevant or oriented by the participants themselves. In brief, each second of data is constructed by the participants’ collaborative actions and CA does not make a space for the interference of exogenous theories or presumptions of the researchers, that is CA allows data to speak for the participants and offers next-turn-proof procedure (Seedhouse, 2004). as the analytic tool to bring evidence for all observable actions of the participants. As the name suggests, next-turn-proof-procedure is the exploration of the proofs of interactants’ actions in the relatedness of two turns. That is, the meaning-making results from the two turns’ dependant relevancy at a talk. Such interrelatedness between turns at a talk allows the analysis of actions not only for the interactants but also for the analyst (Seedhouse & Walsh, 2010).

The systematic succession the of interaction is constructed through turn-taking mechanism including two main components: Turn constructional Unit (TCU) and Transition Relevance Places (TRPs). Turn constructional unit (TCU) can be any recognizable coherent utterances in the form of sentences, clauses, phrases even individual words in a given context (Clayman, 2013). As a turn can involve multiple TCUs (Sidnell, 2010), or a single utterance, it can be also constructed nonverbally (ten Have, 2007). Within turn-taking mechanism, a natural space is created in the completion points of TCU which allows the other interactant to take the turn. that allocating the turn to another speaker. This projectable end of TCU is labelled as transition relevance places (TRPs). As the succession of turn taking mechanism is provided with the TCUs and TPR, adjacently paired turns, namely adjacency pairs, are constructed as the basic building-blocks of intersubjectivity (Heritage, 1984a) and they come from the necessary connectedness of two turns. In other words, interactants actions are paired, and the first pair part (FPP) necessitates the second pair part (SPP) as is the case in questions and answers or offer and acceptance. However, being adjacently paired does not mean occurring successively. The basic sequence formed by an adjacency pair can be expanded and this expansion can be in the form of inserting a turn right before the first pair (pre-expansion), between first pair and the second pair (insert expansion) or after the second pair (post expansion).

The construction of the adjacency pairs paves the way of preference organization, which refers to the occurrence of the next action in line with the first one. For instance, when a request is formed as the first pair part, acceptance is preferred as the next action (preferred action) rather than declination of it (dispreferred action). While preferred actions are delivered without hesitations or delays, dispreferred actions are often accompanied with hesitation or delay and they are generally mitigated with an explanation of an excuse (Seedhouse, 2004).

Understanding how turns are constructed and when they are expanded to organize interactional sequences provide us to explore what the participants are doing in and through

interaction (Sidnell & Stivers, 2013). That necessitates the understanding of how the sequences are organized in the interaction. Sequences operate as the vehicles to accomplish actions in an interaction and the coherent, orderly, meaningful succession of actions in a turn-at-talk is known as sequence organization. It is another type of sequential organization which refers to “the relative positioning of utterances or actions” (Schegloff, 2007, p.2). Thus, sequential organization is a general term encompassing the sequence organization, turn taking and overall structural organization.

Along with the turn-taking, preference and sequence organization, repair is another analytic tool CA offers to understand how interactants solve interactional troubles to gain mutual understanding. Troubles can be caused from any problems in speaking, hearing, or understanding and everything can be repaired in interaction (Schegloff, Jefferson & Sacks, 1977). Sometimes interactants can realise the trouble and repair it themselves or in other cases a trouble can be marked by another interactant who also offers the solution. Accordingly, the initiation and the resolution of interactional troubles create four types of repairs: self-initiated self-repair, self-initiated other-repair, other-initiated self-repair and other-initiated other-repair. In interaction, the interactants repairing their interactional troubles (self-initiated-self-repair) are more preferred than other’s repairing them (other-initiated other-repair) (Seedhouse, 2004).

Overall, CA offers turn-taking, repair, preference, and sequence organisation as the basic analytic tools to document the interactants collaborative accomplishment of social actions. Thanks to the analytic procedure(next-turn-proof-procedure) which allows to bring sequential evidence for the interactants’ actions, no space is allowed for a priori theories or assumptions to influence the analysts’ interpretations.

Mentioned before CA is obsessed with all interactional details of a talk and uses fine-grained transcription system to capture all verbal and nonverbal details to provide a robust way of understanding interactional phenomena. Accordingly, the transcription

process which will be briefly mentioned below is utmost importance for the correct analysis of the data.

For CA practitioners, the first step is recording naturally occurring interactions as the primary data. This is followed by the repeated watching or listening of the recordings to be familiar with the data right before initiating the transcription process. The data is initially transcribed orthographically and then detailed with using special notations. The analyst approaches the data with an unmotivated looking procedure to identify the emergence of any phenomena (ten Have, 2007) and investigate the data without being influenced by any a priori assumptions, conceptualizations, theories, or hypotheses (Schegloff, 2007). When a particular phenomenon emerges from the data, the analyst gathers the further instances to construct a collection.

Overall, exclusively focusing on the micro-details of naturally occurring interaction, CA is a robust research methodology to explore and describe the participants' social actions. As it allows for a highly empirical investigation of naturally occurring data to examine the participants' own perspectives, it provides a reliable and valid investigation of participants' social actions in and through social interaction. Defining classroom as a social context on its own right, documenting the specific strategies used by teachers and learners to facilitate learning can only be possible with a micro-analytic approach to classroom interaction (Seedhouse & Walsh, 2010). Against that backdrop, CA will constitute the methodological basis of this thesis to bring data-driven and empirical evidence for L2 learning by exploring the interactional practices of the teacher and learners from their own perspective. Before moving the data analysis, the validity and reliability issues will be discussed to provide a better understanding of CA analysis for classroom interaction.

Validity and Reliability

CA is an empirical research methodology due to its emphasis on observable evidence. All the claims are based on evidence unearthed using the analytic tools such as

next-turn-proof-procedure, sequence organization, turn design, turn taking, and repair. The detailed transcription system allows for the documentation of all micro details of talk including visual aspects, suprasegmentals and temporality, all of which contribute to reveal the emic perspective. Approaching the data from a micro-analytic perspective rather than theory-driven top-down macro approaches, CA offers a highly reliable and valid analysis of naturally occurring data. Moreover, CA studies “make transparent the process of analysis for the reader” as it does not only make the data but also the analysis observable to the reader (Seedhouse, 2005, p.179).

In CA analysis, all claims must be based on the interactional details demonstrated in the data, and no prior assumptions or claims are allowed to interfere the analysis. Therefore, CA studies inherently have internal validity as claims cannot be made “beyond what is demonstrated by the interactional detail without destroying the emic perspective and hence the whole validity of the enterprise” (Seedhouse, 2005, p.180).

To ensure the reliability of the data analysis, data sessions also play a crucial role. In these sessions, CA researchers gather to study the data while taking into account all of the micro-details presented in the data. They then share their analysis and support it with evidence based on the next-turn-proof procedure. Accordingly, some of the extracts in this study were presented in the online data sessions organized by the Micro Analysis Network at Hacettepe University to obtain analytic comments and feedback from experts of the field. Furthermore, the data and the analytic procedure were reported to the committee members at the end of each academic terms. Also, the preliminary findings were presented in Digital Meeting for Conversation Analysis (DMCA) 2022 Conference (Tozlu Kılıç, 2022), and diverse invaluable analytic comments were gathered from distinguished CA researchers. Therefore, the analytic comments and post-analytic discussions and some other findings gathered from the data sessions, conference presentations, publication and thesis meetings were confirmed, enriched, and used to finalize the analysis, and in return contributed to the validity and reliability of the analysis in this research project.

Summary of the Chapter

This chapter was organized to explain the methodological basis of the thesis for the full understanding of the data analysis to be provided in the following chapter. First of all, research context and participants were introduced to give the details of very young learner classroom as a social context. Following this, the research questions were presented to underline aim of the thesis and the ethical procedure was detailed to describe how the confidentiality of the data and the participants were ensured. After describing the data collection procedure, the transcription process of the data and the constructing collection were detailed. After that, the rationale behind adopting CA as the research methodology was presented by explaining the analytical perspective and the tools of CA. Finally, the validity and reliability issued were detailed to lay the ground for the empirical analysis of the data as will be explicated in the following chapter.

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Chapter 4

Analysis

As discussed in the previous chapter, language learning is conceptualized the change in learners' social practices resulting from their socially disturbed cognition and their language behaviour is the observable reflection of their changing actions in interaction. In any seconds of interaction, a learning opportunity can be created by the interactants as they are co-constructing meaning, repairing an interactional trouble or claiming no knowledge etc. Moreover, evidence for language learning is also hidden in the minute-by-minute details of their turn-at-talk. Against this background, this chapter is designed to provide empirical data-led evidences for these arguments with the longitudinal conversational analysis of naturally occurring data. The cases to be examined in the scope of this chapter derived from a larger collection with the prospective and retrospective examination of the entire dataset repeatedly. Among the main collection consisting of all the cases demonstrating the learners' self-initiated L2 productions, the cases of two specific constructions (*little bit* and *me too*) were involved in the analysis as they allowed for the traceability of the learners' developmental progress over time. Accordingly, the analytic chapter is designed in two sub-sections. The first section was labelled as *teacher initiated L2 construction learning* regarding the emergence of a construction *(little bit*) as an immediate learning object by the language teacher. Additionally, some cases in the collection demonstrated how that construction sediment in a particular learner's (ELG) L2 repertoire over time through the teacher's strategic deployment of certain interactional resources to facilitate the learning of the construction.

The second section was labelled as *learner initiated L2 construction learning* considering the emergence of a learning opportunity upon a particular learner's (BER) claim of no knowledge for the construction (*me too*). with the chronological examination of 6 representative cases, the analysis will document the gradual sedimentation of the constitution into the focal learner's (BER) L2 repertoire.

In brief, this chapter will present empirical evidence for L2 learning by documenting the progressive changes in two students' learning behaviours in a kindergarten EFL classroom.

Teacher Initiated L2 Construction Learning

Teachers generally have predetermined pedagogical goals or plans, and they frame the interactional organisation in language classroom accordingly to fulfil their pedagogical agenda. Classroom interaction can be more structured in teacher-fronted kindergarten classrooms as language teachers have to manage the balance between classroom management and pedagogical activities.

On the other hand, with their successful management, language teacher can generate immediate learning opportunities in an ongoing interaction because classroom interaction is so rich in itself that every moment can be turned into a potential learning opportunity. Taking this argument as the starting point, this section is designed to provide empirical evidence for the intricate relationship between classroom interaction and generating learning opportunities with the detailed analysis of five representative extracts illustrating the introduction of one L2 construction (i.e., *little bit*) and its circulation by the teacher with certain interactional and teaching practices (also see Tozlu Kılıç & Balaman, 2023). Thus, in this section evidence of language learning will be presented by tracking a specific learner's, ELG, language learning behaviour after *little bit* is treated as an immediate learning object by the language teacher. Before moving to the analysis of the extracts, let me summarise the history of the specific construction as it has been frequently used by the language teacher as part of her classroom talk. The first contextual occurrence of *little bit* was recorded on the first day of the data collection (1st of March) in the form of an instruction given in the musical chair game to invite the students to move a *little bit* faster. The second contextual deployment of the target construction was on the 3rd of March in the teacher's explanation of the difference between two clothing items with respect to their

thickness (i.e., It is a *little bit* thick). The next use was recorded on the following day (4th of March) when the teacher reported that she was a *little bit* confused. On the 9th of March, the teacher used the target construction twice within the same class as a game instruction for the chair arrangement (i.e., Can you make a *little bit* more space). Following this, it was deployed contextually as a comment to a student's hairstyle (i.e., your hair looks a *little bit* crazy) on the 15th of March, and one day later (16th of March) it was used by the teacher twice as a game instruction for arranging the seats. All the contextual occurrences of *little bit* are summarized in the Table 4 below.

Table 4

Teacher's contextual use of "little bit"

Date	Teacher use	
1st of March	• A Little bit faster	• Giving instruction
3rd of March	• A Little bit thicker	• Contextual use
4th of March	• A Little bit confused	• Contextual use
9th of March	• A Little bit more space	• Giving instruction
11th of March	• A Little bit closer	• Giving instruction
15th of March	• A Little bit crazy	• Contextual use
16th of March	• A Little bit closer • Go a little bit back	• Giving instruction

As shown in Table 4, the focal construct was used spontaneously by the language teacher and never coupled with the pinching gesture until the case explicated in Extract 1 below which illustrates the introduction of *little bit* as the immediate learning object. Note that all the extracts to be examined in this section start with the same question *how-is-the-weather-today* as a part of an interactional routine (i.e., *asking about the weather*). This interactional activity is recurrently practiced almost at the beginning of each classroom hour, which made the trackability of the construction possible for the researcher. Besides it allowed for the circulation of the construction as it was introduced as the immediate learning object as shown in Extract 1 below.

Extract 1. 18_03_02:19-02:32_ES – Introducing the target construction

```
1    TEA:   my first question how is the weather Δtoday
     mer:                                        Δraises finger-->
2    TEA:   Ωyes Δ[merve  Ω
     tea    Ωpoints at MERΩ
     mer      -->Δ
3    CAG:        [huh hot
4    MER:   cloudy [a::::nd
5    TEA:          [it's &cloudy↑ let me see
     tea                 &looks through the window-->
6    CAG:   hot&
     tea    -->&
7    TEA:→  it's *it's a little bit cloudy right↑
     tea         *pinching gesture--> (ends in line 12)
     fig         #figure 1
```

```
8    MER:   yeah
9    TEA:   neydi [the little bit
                  what was
10   CAG:         [COLD
11        cold
12   TEA:   çok az    *sit down please kırac
     tea    little bit  -->*
```

The teacher (TEA) starts the sequence with the routine question (`how is the weather today`) and in line 2, she allocates the turn to MER who is already raising finger. In line 3, an unsolicited contribution is made by CAG with an interruption. In line 4, MER provides a candidate response and signals her continuation with a stretched utterance (`a::::nd`) which is overlapped by TEA with the aim of confirming MER's candidate response. To do this, TEA first repeats MER's contribution in full sentence format, and then she checks the weather by looking through the window. In line 6, CAG repeats his response

with another self-selection, but his second try is also ignored by TEA who is in the preparation of introducing *little bit* as an immediate learning object. Accordingly, TEA reformulates MER's contribution by prefacing it with the target construction *little bit* while also synchronizing it with an embodied resource (pinching gesture) (see fig. 1). TEA's reformulation in line 7 enacts two important actions. Namely, she does not only introduce *little bit* as a learning object of that particular moment but also confirms MER's candidate response. Furthermore, TEA ends her turn with a turn-final understanding check (`right↑`), and MER displays understanding with a compliance token (`yeah`) in line 8. Following this, TEA initiates a remembering check (`neydi`) with a translingual turn format and ends her turn with the repetition of the target construction. Note that, although TEA's remembering check seems like a past referencing (Can Daşkın, 2017), this extract shows the first instance of *how-is-the-weather-today* sequence along with the introduction of the *little bit* construction. Following this, ignoring CAG's interruption in line 10, TEA maintains her pedagogical aim and ensures the meaning with the L1 equivalence of the construction (`çok az`).

Extract 1 illustrated the teacher's successful management of a classroom interactional routine to introduce *little bit* as a learning object. To do this, she used the interactional space afforded by the question (*how-the-weather-is-today*) by building on a learner's contribution. She also employed the embodied resource (pinching gesture) strategically to mark the target construct gesturally (Eskildsen & Wagner, 2013; 2015; aus der Wieschen & Eskildsen, 2019). Moreover, she performed an understanding check (Waring, 2012), and translanguaging (Wei, 2018; Jakonen, Szabó, Laihonen, 2018; Tai & Wei, 2021a, 2021b; Yüzlü & Dikilitaş, 2022) to better introduce the meaning of the target construction.

As evident in the analysis, every single construction which contextually occur in teacher talk can be potentially treated as a learning object when classroom interaction is successfully and strategically managed by the language teachers with the deployment of

both specific interactional and teaching practices such as shaping learning contribution, understanding check, translanguaging and embodied resources. Circulation of the target construction also plays a crucial role in facilitating learning in a very young learner classroom. Accordingly, the following fragment is an explicit example of how circulation and repetition have a significant role in eliciting the target construction from very young learners. As is the case in Extract 1, the class practices *how-is-the-weather-today* question in Extract 2 recorded almost one week later.

Extract 2: 25_03_03:31-03:57_ES – Circulating the target construction and eliciting repetition

```
1    TEA:   so berat how is the weather today
2    BER:   SUNNY
3    TEA:   [~er::m not really~
            ~lateral head shake~
4    BAL:   [uh CO:LD
5    BER:   *CLOUDY:
     tea    *pinching gesture with left hand--> (ends in line 10)
     fig    #figure 2
```

```
6    TEA:   it’s (0.9)
7    BAL:   UH
8    TEA:   it’s [a little ((gazes at BAL))
9    BAL:        [CO:LD
10   TEA:   !it's a little bit              ! sunny*
     tea    !stopping gesture with right hand!   -->*
11   TEA:   let’s say it [$%together$ [*little bit]
     tea                 $open palms$ *pinching gest.-->(ends in line 18)
     fer                  %pinching gesture-->(ends in line 18)
12   BER:                [li-         [little big]
```

```
13   SSs:   ↓little [bit
14   TEA:           [&little bit
     tea              &mask down-->>>
     fig              #figure 3
```

```
15   FER:   minik
            tiny/little
16   BER:   little bit
17   ???:   [((xxx))
18   TEA:   [çok az little bit it's it's little bit sunny*%
             little bit                                 ---->*
     fer                                                ----->%
19   TEA:   let's say it $together$ [*little bit sunny
                        $hands up$  *pinching gesture--> (ends in line 25)
20   CAG:                           [co:ld
21   SSs:                           [little bit sunny
22   TEA:   little [bit sunny
23   BER:          [COLD COLD COLD
24   ELG:→  little bit sunny
25   TEA:   psht* so balasu sit nicely please
            -->*
```

TEA marks the transition into the next activity with a turn initial *so* and nominates BER as the next speaker. She ends her turn with the routine question (`how is the weather today`). In response, BER offers `SUNNY` with a high volume in line 2. As evident in TEA's lateral headshake and turn initial hesitation (`er::m not really`), TEA marks BER's contribution as dispreferred in line 3. BAL's self-selected turn in line 4 functions as a repair for BER's dispreferred response, and BER makes the second loud try (`CLOUDY`) in line 5. Showing no orientation to that, TEA makes the same gesture (pinching) she performed earlier, and in line 6 she initiates a turn while maintaining the gesture with her

left hand. She intentionally leaves her turn incomplete in the form of a designedly incomplete utterance (DIU, Koshik, 2002) to elicit the completion from the students. Note that TEA's deployment of the embodied resource right before the verbal production operates as a hint to recall and use the target construction and reindexes the previously shared learnable (aus der Wieschen & Eskildsen, 2019). After waiting for 0.9 seconds in line 6, TEA utters the target construction (`it's [a little`) following BAL's non-lexical turn in line 7. TEA cannot complete her turn because of BAH's interruption in line 9. This unsolicited contribution triggers TEA's gaze at BAL, and TEA explicitly blocks BAL's uninvited contribution with a stopping hand gesture. In doing so, she ensures the floor for her turn and removes any potential interruptions for the upcoming production of the target construction. She maintains performing the pinching gesture with her left hand (see figure 2) to keep visual scaffolding (Kanagy, 1999) until the end of her turn in line 10.

In what follows, TEA invites a choral repetition and models it bodily with an open-palm gesture. This is nonverbally oriented by FER by mimicking the pinching gesture. In the turn-final position in line 11, TEA delivers the target construction accompanied by the pinching gesture again. TEA's production overlaps with BER's self-repaired but still troublesome early start (`little big`). In line 14, the teacher partially overlaps the whole class repetition to repeat the target construction. Meanwhile, she performs a Covid-19 pandemic-relevant action by pulling her mask down (see figure 3), which shows that TEA treats the mask as a potential obstacle for whole-class understanding. In response, FER who copied TEA's pinching gesture in line 11 produces the L1 equivalent of the target construction in line 15, followed by BER's self-repaired production (`little bit`) in line 16. However, *minik* is an adjective in the Turkish language and can be the L1 equivalent of both *tiny* and *little*. Also considering that the pinching gesture might refer to both words, FER's confusion seems to be expectable and requires further attention. Right after BER's correct repetition of the target construction, in line 18 TEA orients to FER's L1 use by initiating another turn with a turn-initial translingual practice (`çok az little bit`). The

L1 utterance here (çok az) is the quantifier version of *little* in Turkish language, thus operating as an other-repair of FER's word selection (minik). After dealing with FEY's contribution, TEA repeats the full sentence production (it's little bit sunny) and invites choral repetition once again both gesturally and verbally in line 19. In coordination with her additional repetition in the same line, she deploys the pinching gesture and maintains it until the end of the extract. TEA's repetition in line 19 overlaps with the choral repetition and CAG's dispreferred response in line 19. Subsequently, TEA repeats the construction again in line 22 in partial overlap with BER's dispreferred responses in line 23. Except for CAG and BER, TEA manages to elicit the target construction from the students successfully, and ELG's individual repetition in line 24 has direct relevance to the study for the reason that this is the first time she used the target construction by repeating the teacher's turn.

The analysis of Extract 2 illustrated the teacher's deployment of two more interactional practices namely, choral repetition (Watanabe, 2016) and repair of dispreferred response within the same interactional routine (*how-is-the-weather-today*) to circulate the target construction (*little bit*). As in the first extract, the teacher contextualized the construction with the question and relevant responses, and deployed translanguaging and the same embodied action (i.e., pinching gesture) as a form of visual scaffolding. Additionally, she elicited a whole-class repetition and circulated the construction repeatedly to make the construction accessible to all learners. This fragment also exemplified how potential understanding troubles caused by the Covid-19 pandemic-relevant action (i.e., wearing a mask) was handled by the teacher.

These two extracts analysed thus far have illustrated the emergence of *little bit* as a target construction and the practices deployed by the teacher to mark it as an immediate learning object. As observed in Extract 2, the students responded to the invitation to choral repetition by exclusively repeating the teacher's turn. Among them, the focal student ELG's individual repetition at the end of the sequence needs special attention as she used the

target construction for the first time, which has direct relevance to the analytic focus of this study. Accordingly, the following three extracts will display the focal learner ELG's learning trajectory as she adds the target construction into her language repertoire over a period of time. Similar to the previous two fragments, *asking about the weather* is the focal activity in Extract 3, recorded four days later (29th of March). This sequence also starts with the same routine question *how-is-the-weather-today* and it showcases the significant progress in the focal student ELG's developing L2 repertoire with respect to the target construction.

Extract 3. 29_03_01:27-01:43_ES – Circulating the construction and eliciting verbal and bodily repetition

```
1    TEA:  yes SO MY FIRST QUESTION [how is the weather today
2    BER:                           [how is the weather today
3    ???:  (inaudible speech)
4    TEA:  yes (.) [eliz gamze
5    BER:      [SUNNY
6    ELG:        er hot
7    TEA:  HOT yes it's hot [today because the sun shining
8    ELG:                   [a::nd
9    FER:  a::::nd
10   TEA:  [↑a:nd
11   KIR:  [CO::LD
12   TEA:  it'[s ↑co:ld ((points at KIR)) but it's *a little bit cold
13         right↑
     tea                                          *pinching gesture-->>>
14   FER:     [cold
15   ELG:→ [+little bit cold+
     elg   +pinching gesture+
     fig   # figure 4
```

```
16   FER:  [little [bit cold
17   TEA:          [little bit
```

Extract 3 starts with the introduction of the first activity with TEA's loud preface (`SO MY FIRST QUESTION`), and TEA completes her turn with the routine question (`how is the weather today`) in line 1. Taking the teacher's turn-initial utterance (`my first question`) as a hint, BER attempts to guess the upcoming question. His overlapping production in line 2 indicates an instance of correctly guessing TEA's question, which marks the predictable nature of the interactional routines. In line 4, TEA allocates the turn to focal student ELG while BER contributes loudly, with another overlap in line 5. In line 6, ELG provides the second pair part, and it gets an immediate confirmation with the loud repetition of ELG's response and a confirmation token (`yes`) in line 7. Following this, TEA reshapes ELG's contribution in full sentence format and finalizes her turn with a justification (`because the sun shining`). The subsequent production of the continuation marker both by ELG in line 8 and FER in line 9 lay the ground for the topic expansion, which is oriented by TEA with the repetition of the same continuation marker. While doing this, TEA equips the marker with prosodic features such as rising intonation and elongation to encourage more contribution for the students. Meanwhile, KIR extends the topic with a loud turn in line 11 and manages to get TEA's verbal and nonverbal orientation (pointing) in line 12. In the same line, TEA enacts the same interactional practice in introducing the target construction (see Extract 1), namely, she contextualizes *little bit* by building on the student's contribution, synchronizing it with the embodied resource (pinching gesture), and completes her turn with

an understanding check (`it's a little bit cold right↑`). This strategic deployment of interactional practices results in another milestone in focal student ELG's learning process. As clear in line 15, ELG not only produces the target utterance verbally, but she also employs the return gesture (Eskildsen & Wagner, 2013) through the successful combination with the symbolized gesture. This indicates an important progress in her developing L2 repertoire four days after her initial use of the target construction.

In brief, the analysis of the previous two extracts displayed the focal student ELG's first verbal production of the target construction (Extract 2) and later her successful combination of the target construction with the embodied resource (Extract 3). Note that both of these productions were prompted by the teacher circulating the construction both verbally and nonverbally with the deployment of some specific interactional practices (i.e., shaping learner contribution, pinching gesture, understanding check). Yet, in Extract 4 below, it will be shown that ELG can use the target construction in combination with the pinching gesture but still, only after the teacher's nonverbal prompt. This excerpt was recorded one week after Extract 3, on 6th of April and *asking about the weather* is the focal activity as it is the case in the previous extracts.

Extract 4. 06_04_02:45-03:05_ES– Eliciting the construction by bodily reminding it

```
1    TEA:   how is the weather today ((ELG raises finger)) yes eliz
2           gamze
3    ELG:   &erm    & ((looks through the window)) hot
     tea    &mask up&
4    TEA:   it's ↑HOT
5    BET:   NE:
            what
6    TEA:   it's HOT oh my god it is not
7    AHY:   cold cold
8    TEA:   it's:: ((gazes  AHY))
9    BER:   CO:[:LD
10   TEA:      [co:ld=
11   ELG:   =cold
```

```
12   BER:   CLOU:DY: ((looks through the window))
13   TEA: it's @cold
     tea       @gazes ELG -->(end in line 15)
14   ELG: cl[oudy
15   TEA:   [cloudy@ *a::nd
     tea        -->@
     tea             *pinching gesture-->>>
16   ELG: a::nd
17   AHY: ((xxx))
18   TEA: @it↑=
     tea  @gazes ELG -->>>
19   ELG:→ =li- +li- little (.) ↓bit
     elg       +pinching gesture-->>>
     fig       figure 5
```

```
20   TEA: ≠ bit≠
     tea  ≠nods≠
```

After starting her turn with the routine *how-is-the-weather-today* question, TEA allocates the turn to ELG who is already raising her finger. Filling the silence with a marker (`erm`), ELG checks the weather by looking through the window in line 3. At the final position of the same turn, ELG constructs the second pair part, and this is loudly echoed by TEA in line 4. After BET's loud confirmation check, TEA explicitly marks ELG's contribution as dispreferred in line 6. Following this, AHY initiates other repair with the repetition of an opposite adjective (`cold cold`) and manages to get TEA's nonverbal orientation (gaze) in line 8. In the same line, TEA employs DIU and she intentionally stretches the final sound to elicit the students' participation. This is oriented by BER in line 9 and ELG in line 11. In line

12, BER proposes another adjective (`CLOU:DY:`) while checking the weather, and in line 13, TEA initiates a full sentence form repair for ELG's dispreferred response while maintaining her gaze at her. Following this, ELG extends the topic with the repetition of BER's second turn (line 12), and this gets an immediate acknowledgement by TEA in line 15. At the same time, TEA continues with a stretched continuation marker (`a::nd`) with the aim of eliciting more contributions. She also performs the symbolized gesture to index the previously shared learnable (*little bit*) (aus der Wieschen & Eskildsen, 2019). Accordingly, coupling DIU (Koshik, 2002) with the pinching gesture (see Sert, 2015; aus der Wieschen & Sert, 2021) is intentional and strategic to elicit the shared construction from the focal student ELG. In line 16, ELG orients to TEA's elicitation request with the repetition of the continuation marker, and in line 18, TEA deploys DIU once again as a prompt. At the same time, TEA benefits from the prosodic marking (rising intonation) and embodiment (gazing at ELG). These strategic practices, in return, lead ELG to produce the target construction both verbally and nonverbally, and the sequence ends with TEA's approval for this vital contribution of ELG.

Extract 4 unearthed an essential instance of ELG's taking one step further in making the target construction (*little bit*) a part of her L2 knowledge. Although TEA visually scaffolds ELG's production in combination with DIU (aus der Wieschen & Sert, 2021; Sert, 2015), she managed to use the construction locally without any verbal prompts from the teacher. The final extract will show how the target construct finally sediment in the focal student ELG's L2 repertoire almost one month after it was introduced as a learning object. Extract 5 below was recorded on 12th of April, and it clearly evidences ELG's self-initiated use of *little bit* without any verbal or nonverbal prompts. This fragment comes from the same interactional activity (*asking about the weather*) but in contrast to the previous two extracts, ELG is not the selected student.

Extract 5. 12_04_02:30-02:48_EM– Eliciting the construction verbally and bodily without any prompts

```
1 TEA:  so kırac er:: how is the weather ↑today ↓look the sun is
```

```
2              coming out
3 BER:   sunny=
4 ELG:→  +=°lit[tle bit hot°
 elg     +pinching gesture-->(ends in line 9)
 fig     #figure 6
```

```
5 TEA:         [yes it is getting [sunny]
6 ALY:                            [sunny] a::[nd co:ld
7 TEA:                                       [psht((points at AYL))
8 KIR:                            [xxxxxxxx
9 TEA:   it's+ sunny and cold that's ↑right it's sunny and cold
         -->+
```

Initiating the turn with a transition marker, TEA selects KIR as the next speaker with an address term in line 1 and directs the routine question. BER takes TEA's last TCU as a hint and offers a candidate answer (`sunny=`) in line 3. In the following line, the focal student ELG self-selects and forms the second pair part quietly. Her turn in line 4 is the strong evidence of her competent production of the target construction in combination with the symbolized gesture. Importantly, this is ELG's first self-selected production of the target construction without any prompts or reminders. Unfortunately, ELG's self-initiation does not get any orientation from TEA. This is possibly because ELG's turn is delivered quietly, and TEA ratifies BER's candidate answer in an overlap with ELG's production in line 5. Moreover, TEA's attention is directed to ALY due to an interruption in line 6, so TEA enacts a classroom management action in line 7 for ALY's uninvited contribution. Subsequently, TEA ends the sequence by confirming the candidate responses except for ELG's. Although the analysis does not give any evidence for the teacher's noticing ELG's self-initiated use of *little bit* coupled with the pinching gesture, Extract 5 proves the sedimentation of the construction in to her L2 repertoire which is evident in her unprompted self-initiated use.

To provide the bigger picture for EGL's developing L2 trajectory, the findings of 5 extracts will be summarized in the following section.

Summary of the Section

The longitudinal tracking of very young learner EFL classroom interactions brought evidence for one particular student's EFL learning that occurred over time as a result of the teacher's management of a routine classroom interactional activity, namely *asking about the weather*. Extract 1 demonstrated that *little bit* was introduced by the teacher as a learning object by shaping a learner contribution. She also deployed an embodied action (pinching gesture) to provide visual scaffolding, and she consolidated the meaning with a translingual action and understanding check. One week later, in Extract 2, TEA circulated the target construction with the help of choral repetition, pinching gesture and repair of dispreferred response. TEA's strategic employment of these specific interactional practices results in the successful elicitation of the target construction from the focal student ELG. Extract 2 also revealed an important finding with respect to the effects of the Covid-19 pandemic on language learning. As stated in the Methodology chapter, all of the participants had to wear facemasks because of the mask mandate in Türkiye. In Extract 2, TEA treated wearing mask as a potential obstacle for correct understanding, so she pulled her mask down. Extract 3 was recorded four days later, and it illustrated ELG's second production of the target construction with the combination of the symbolized gesture (pinching gesture). This marked another milestone in ELG's learning trajectory. Such a production was recorded one week later (Extract 4), and the focal student ELG managed to use the target construction without TEA's verbal prompt. Note that TEA's deployment of DIU as well as the embodied resource played a significant role in the successful elicitation of the construction in Extract 4. The focal learner, ELG's self-initiation in the final extract (Extract 5) demonstrated her finally being competent in the meaningful deployment of the target construction in the local context without any verbal or nonverbal prompts. This proves how

the construction finally sediment in her interactional repertoire within a period of one month (18th of March to 12th of April).

As a result of the minute-by-minute analysis of classroom interaction, strong evidence for language learning in situ was provided by tracking a particular student's L2 learning trajectory on a longitudinal basis. The analysis in this section clearly demonstrated that every bit of the classroom interaction has the potential of entailing a learnable moment when it is successfully and strategically managed by the language teacher with the deployment of certain interactional practices such as shaping learner contribution, deployment of embodiment, choral repetition, translanguaging, DIU, understanding check and the repair of dispreferred contribution.

Conclusion

This section illustrated a language teacher's successful management of classroom interaction to introduce a specific construction as the learning object and her strategic deployment of certain interactional and teaching practices in the service of facilitating the learning of such a focal construction.

Still, language teachers are not the only actors in creating learning opportunities in very young learner classrooms. Learners can also create their own learning opportunities regardless of their L2 knowledge, and these learnable moments can emerge in any seconds of classroom interaction. Moreover, language teachers are not the only epistemic authority in language classrooms. Learners can dynamically position themselves either as a peer or as a language expert to fill the gap in their own or peers' L2 knowledge. The following section will provide strong evidence for this argument based on another longitudinal trajectory oriented to another target construction, namely *me too*.

Learner Initiated L2 Construction Learning

In the previous section, the line-by-line analysis of the five representative extracts revealed the teacher's successful management of an interactional routine to introduce a

specific construction (*little bit*) as a learning object in an ongoing interaction with the help of some certain interactional and teaching practices, all of which had a facilitative role in adding this construction into a particular learner's (ELG) L2 repertoire in a span of time. As mentioned earlier, learning opportunities are not solely created by the language teachers, and students can also create their own learning opportunities. Accordingly, the evidence to this claim will be introduced based on the analysis of 6 representative extracts deriving from a larger collection, including 24 cases in total, which demonstrates the use of another focal construction *me too* by both the teacher and some other students in a very young learner EFL classroom. In line with the main aim of this study- that is to bring evidence to L2 learning in very young learner classroom by tracking their L2 development, a sub-collection with 12 cases were constructed, and 6 of these cases will be involved in this section. Table 5 below summarizes the focal student BER's chronologic production of the construction *me too*.

Table 5

Timeline for the focal construction "me too"

Date	Extracts	Production	The interactional activity
8th of March	Extract 1	• Initiation of the learning opportunity	• Do you like X?
9th of March	Extract 2	• Not-yet-competent production	• How are you today/ how do you feel today?
15th of March	Extract 3	• Peer-prompted not-yet-competent production	• How are you today/ how do you feel today?
15th of March	Extract 4	• Peer-prompted competent production	• Free time activities
17th of March	Extract 5	• Peer-prompted competent production	• How are you today/ how do you feel today?
30th of March	Extract 6	• Self-initiated unprompted complete production	• How are you today/ how do you feel today?

The analysis will start with the first fragment demonstrating the focal learner BER's realising a gap in his L2 knowledge when a peer (ARL) responds to a question with *me too*, a construction frequently used by the language teacher as a part of teacher talk. Extract 1

below was recorded on the 8th of March, almost 30 seconds after TEA's contextual use of *me too*. Before moving the minute-by-minute analysis of the cases,

Extract 1 below shows how a learning opportunity is initiated by a particular student (BER) claiming no knowledge right after a fellow student's self-initiated use of *me too*. In the sequence, the interaction is structured based on another routine question (*do you like X*) targeting to practise simple present tense negative and positive short form responses.

Extract 1:08_03_03:35-03:29_ES – Creation of a learning opportunity by claiming no knowledge

```
 1  TEA:  OKAY er::m ahlat yagız((throat cleaning)) !(1.1)
   tea                                              !looks down-->
                                                   (ends in  line 3)
 2  BER:  how is the [weather today
 3  TEA:             [ahlat yagız (2.0)!
   tea                              -->!
 4  BAL:  °cagan°
 5  TEA:  do you ↑like (0.2) swimming
 6  ARL:  [yüzmeyi sever misin]
 7  BER:  [YÜZMEYİ SEVER MİSİN]
 8  TEA:  #psh:::::::t#
   tea    #gazes BER   #
 9  AHY:  YES
10  TEA:  ¥yes I do¥ or $no I don't       $
   tea    ¥vertical¥ - $lateral headshake$
11  CAG:  bukish [ben çok üzgünüm ama bugün
                 bukish    I'm   so      sad   but   today
12  AHY:         [yes I do=
13  TEA:  =yes I do↑
14  ARL:  YES I DO
15  TEA:  #okay very ↑good=#
   tea    #gazes ARL      #
16  ARL:  =β>me too me too<β
   arl    β self-pointing β
```

```
17 TEA:  *OH me too   *  Ωvery goodΩ arel [yes
   tea   *points at ARL* Ωthumbs upΩ
18 BER:→                                %[ME TOO [NE DEMEK
   ber                                      %gazes  ARL-->(ends
                          in line  23)
19 CAG:                                        [ben gerçekten
                                               I'm really
20 CAG:  üzgünüm
           sad
21 ARL:  β[me too ben de]β
   arl   βself-pointing β
22 TEA:  [she likes     ]
23 BER:  (1.0)huh%
   ber        -->%
24 TEA:  ben de %demek *me too       *ben de
   tea                 *self-pointing*
   ber          %gazes TEA -->>>
25 TEA:  she [likes swimming too Ωgreat jobΩ
   tea                           Ωthumbs upΩ
```

In line 1, TEA signals the target activity with a loudly uttered transition marker (`OKAY`). But the elongated filler (`er::m`) preceding the turn allocation to Ahlat Yagız (AHY) shows that TEA is planning for the upcoming interactional activity. This is also evident in the turn final 1.1 seconds of pause, and TEA's looking down for a while. Realising TEA's searching for the next question, BER self-selects in line 2, to offer (`how is the weather today`) a candidate question. Showing no orientation to BER's contribution, TEA restates AHL's name and waits for 2.0 seconds. This long pause creates a space for BAL to summon CAG silently in line 4. In line 5, TEA initiates the routine activity with a polar question to elicit negative and positive short-form responses in the simple present tense. In lines 6 and 7, ARL and BER simultaneously demonstrate their understanding with the Turkish translation of the question, but their unsolicited contributions are explicitly blocked by TEA (`psh::::::::t`) in line 8. Subsequently, AHY produces the second pair part with the loudly uttered confirmation token (`YES`), but TEA marks this response as dispreferred

because she aims at eliciting full sentence form in line with her pedagogical agenda. Accordingly, in line 10, TEA initiates a repair by modelling both the negative and positive sentence forms and ensures the difference in meaning gesturally through vertical and lateral headshakes. Taking the floor back by interrupting CAG's irrelevant contribution, AHY orients to TEA's repair by responding in the full sentence form in line 12, and this gets TEA's immediate ratification.

The following line explicates the student-initiated post expansion in which ARL contributes with the repetition of the positive form. TEA immediately appreciates ARL's contribution, and TEA's positive assessment in line 15 encourages ARL's subsequent contribution in the form of a reformulation (`>me too me too<`). Note that, ARL utters the construction twice and quickly at the same time marking it gesturally (i.e., self-pointing). ARL's display of her competency in using this construction gets TEA's surprised appreciation (`OH`) in line 7. Meanwhile, TEA puts ARL on stage with a deictic gesture (pointing) and foregrounds her contribution with the stressed repetition of the construction (`me too`) and turn-final positive assessment (`very good arel`). As a result, one of the students BER realizes his lack of knowledge of the construction, and in line 17, he asks the meaning of *me too* to ARL while also gazing at her. In doing so, BER does not only manage the ongoing interaction to create his own learning opportunity, but he also reshapes the epistemic authority for a while. To explain, BER positions a peer (ARL) as a language expert to repair the understanding trouble rather than getting help from the institutionally established epistemic authority, namely the language teacher. Right after CAG's another irrelevant contribution in lines 19 and 20, ARL and TEA simultaneously initiate other repair for BER's explicit statement of knowing trouble in line 17 (`[ME TOO [NE DEMEK`). While ARL takes the initiative to repair with the L1 translation (see aus der Wieschen & Sert, 2021) (`me too ben de`) and an embodied action (i.e., self-pointing), the teacher repairs with a reformulation (`she likes`). Showing no orientation to TEA's repair, BER keeps gazing

ARL until line 23 in which he displays understanding as evidenced through the change-of-state token (`huh`) (Heritage, 1984b) preceded by 1.1 second of silence.

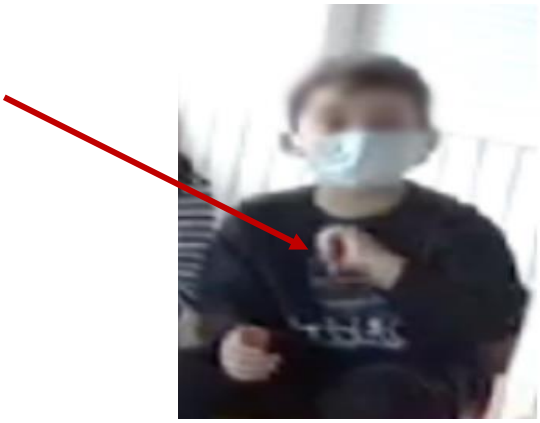
Additionally, the deployment of L1 by a peer for the resolution of an understanding trouble proved the role of L1 in maintaining intersubjectivity in young learner classroom as aus der Wieschen and Sert (2021) also argued. Despite BER's explicit claim of understanding, TEA continues repairing in line 24 with the L1 translation of the construction and the deployment of the embodied resource (self-pointing) just as ARL does in line 21. Thus, TEA shows alignment with the L1 use in repairing troubles in the very young learner classroom in contrast to aus der Wieschen and Sert's (2021) study. Until the end of the sequence, TEA keeps repairing by switching back to the target language and terminates the sequence with a compliment. Note that, BER gazes back TEA right after he claimed a change in his knowledge, and no orientation to TEA's multi-turns repair is available in the rest of the sequence.

Extract 1 exemplified how the resolution of an interactional trouble caused by a learner's claim of no knowledge paved the way for creating a learning opportunity in an ongoing interaction. BER's explicit claim of no knowledge initiated a repair sequence oriented by both the teacher and a peer (ARL). Interestingly, the focal student BER did not orient to TEA's multi-turn repair; rather, he oriented to ARL's repair by maintaining his gaze at her until he claimed a change in his knowledge. This shows that teachers are not always the only know-it-all authority in the classroom, and learning opportunities are not always created by them in very young learner EFL classrooms. Students can also find other means of creating learning opportunities afforded by the ongoing classroom interactions, and they can make up for their lack of knowledge through resolving the interactional troubles with a more knowledgeable peer. Overall, it shows that the asymmetry between the teacher and the student in the classroom is not fixed, on the contrary, such asymmetry can also emerge among the students themselves when they position their peers as language experts (see also Bozbıyık & Can Daşkın, 2022).

The analysis of Extract 1 clearly demonstrated BER's epistemic change from claiming of no knowledge to claiming of understanding. The following excerpt recorded one day later will showcase BER's first self-initiated attempt to produce the focal construct *me too* in *how-are-you today/how-do-you-feel-today* routine activity. As usual, the students are sitting in a U-shaped arrangement and the teacher allocates the turn to Zeren Asya.

Extract 2: 09_03_04:02-04:09_EM – Not-yet-competent production of me too

```
1    TEA:   and you zeren asya
2    ZER:   me: sa:d
3    TEA:   you >oh you feel [sa:d< toda:y ↑wh:y]
4    BER:→                   +[me::: #me::: me:::]#
     ber                     +self-pointing-->
     fig                      #figure 7
```



```
     tea                                #gazes BER.........#
5    TEA:   #it's a beautiful day today+
     tea    #gazes ZER--> (ends in line 8)
     ber                              -->+
6           (0.7)
7    TEA:   [the sun is shinni::ng
8    BER:   [ben de çünkü dışarı #çıkamicaz
                 me   too   because   go out    we cannot
     tea                       -->#  gazes BER -->
9    TEA:   everybody# is here:
     tea          --> #gazes ZER-->>>
10   ZER:   niye üzgünüm söylim mi
                 why    I am sad      let me say
11   TEA:   ye:s
12   ZER:   .hhhh çünkü .hhh yaz tatili olmadığı için antalyaya
```

because *summer holiday* *it isn't* *to antalya*

13 ZER: gidemiyoru:::m

I cannot go

Marking the speaker transition with a turn initial (and), TEA allocates the turn to ZER. The repetitive nature of the interactional routine allows ZER to produce the second pair part in line 2 without being re-asked by TEA. In what follows, TEA reformulates ZER's contribution in full sentence form and extends the topic by asking the reason of her being sad. At that time, in line 4, the focal student BER self-selects and produces the first utterance of the focal form *me too* with a stretch and repeats it three times to mention he is sad, too. Importantly, he strategically deploys the self-pointing gesture with the aim of repairing the meaning he failed to convey with spoken language (see Bachman, 1990; Eskildsen & Wagner, 2015; Foerch & Kasper, 1983). Even though BER's self-initiation gets TEA's short gaze, TEA does not orient to BER' s initiation to use the construction. Then, she looks back to ZER in line 5 and continues elaborating the topic (it's a beautiful day today). Waiting for 0.7 seconds in line 6, TEA keeps the topic expansion interrupted by BER's another self-initiation in translingual form in line 8. Note that, his turn starts with the Turkish equivalent (ben de) of *me too* and followed by the reasoning of being sad (çünkü dışarı çıkamicaz). BER's second initiation in the mother tongue enacts a kind of repair for his problematic production of the construction *me too* (me::: me::: me:::) (line 4). Hence, BER navigates from English (2) to Turkish (L1) in line 8 and his translanguaging operates as a kind of meaning-making mechanism to eliminate a potential understanding problem (see Bozbıyık & Balaman, 2023) which can be caused due to his being not-yet-competent in using *me too* (line 4). However, he cannot get any orientation from TEA except for a short gaze, and TEA elaborates the sequence by listing another reason not to feel sad in line 9. The teacher's attempt to foster more contribution by ZER finally works, and in line 10, ZER takes the turn to preface her reasoning for being sad. Following TEA's go-ahead response in line 11, ZER states that not being able to go to

Antalya (i.e., a city in the Mediterranean part of Türkiye) as it is not summer holiday now makes her sad.

Extract 2 exemplified the focal learner, BER's first attempt to produce the focal construction *me too* after he marked it unknown a day before. Despite his problematic production, his self-initiation is highly important considering its meaningful use in a new context (talking about feeling). Additionally, his deployment of the embodied resource (self-pointing) as a repair mechanism to clarify the meaning he cannot convey verbally is also striking. Importantly, BER displays his understanding by using the Turkish equivalent (`ben de`) of *me too* and with the explanation of sadness (`çünkü dışarı çıkamicaz`) although he cannot use the construction properly yet.

One week later, BER performs a similar production of *me too*. Yet, his production is preceded by some fellow students' deployment of the construction, which may potentially function as a prompt for BER, constitutes an important difference for the following excerpt. Like in Extract 2, TEA practices the same interactional activity with the *how-are-you-today* routine question and in this sequence the focal learner BER is selected as the next speaker.

Extract 3: 15_03_04:14-05:29_EM – Peer prompted not-yet-competent production of me too

```
1   TEA:   my first question my first question BERAT HOW ARE YOU TODAY
2          YOU LOOK SO SICK HASTA GÖRÜNÜYORSUN, YOU LOOK SO SA:D, ÇOK
3          ÜZGÜN GÖRÜNÜYORSUN, YOU LOOK SO (.) SO EXHAUSTED YORGUN
4          WHAT'S THE MATTER
5   BER:   sad
6   TEA:   sad you are sad today (0.8) ohh wh:y [what happened
7   BER:                                        [çünkü
                                               because
8   BER:   çünkü tatiller çok kısa sürüyor
           because holidays  very  short  last
9   TEA:   HAH HAH benim kafamdan I know hah hah it's monday aga:in hah
10         [yine pazartesi
11  ARL:   [me:
12  ARL:   #>me too me too<
```

tea *#gazes ARL-->*
13 TEA: oh:: sa::d# *[bence de *
tea *-->#* **self-pointing**
14 AHL: $[me too me too$
ahl *$self-pointing$*
15 FER: ≠[me too me too≠
fer *≠self-pointing ≠*
16 TEA: HAFTASONU BENCE BEŞ GÜN OLMALI HAH [five days right?
17 AHL: [$me too $
ahl *$self-pointing$*
18 CAG: bence 10 gün olmalı
19 TEA: TEN DAYS? [right?
20 ARL: [YE::S
21 TEA: TE:N DA::YS [WE::KE::ND::
22 CAG: [TEN DA::YS::
23 BER: BUKİ BEN BI DE SA:D
24 TEA: huh ben bi d- [sa- hahaha okay
25 BER: [er:::: bir de yorgun
26 TEA: exhausted, tired you can say I'm tired
27 BER: TIRE:D
28 TEA: [I'm sa::d (0.5) I am sleepy::
29 BER: [SAD
30 **BER:→ I'M SLEEPY +m-: (0.3) me:+**
ber *+self-pointing+*
fig *#figure 8*

31 TEA: yes [you are]sleepy [hah I know you are sleepy too
32 ARL: [öğretmenim] [I'm sleepy, tired, sad
33 TEA: oh you are <sleepy tired sad> ye:s me too it's [it's typical
34 FER: [sa::::d

35 TEA: monday

```
36   FER:   [>sad sad<
37   AHL:   [$me too me too
     ahl     $self-pointing-->
38   FER:   kesinlikle [sad
39   TEA:              [I HATE mondays
40   AHL:   me too$
     ahl       -->$
41   TEA:   you too right?
```

Prefacing the routine activity with the repetition of the first TCU (my first question) TEA establishes the participation framework by selecting BER as the next speaker. Right after she directs the target question (HOW ARE YOU TODAY), TEA elaborates with some comments on how BER looks that day between the lines 1-4. She enriches her turns with prosodic aspects such as stress, pitch and elongation to give an emphatic sense to her comments. She specifically emphasizes the feeling adjectives and translates them into Turkish to mark the adjectives practiced at the beginning of each class with the *how-are-you-today/how-do-you-feel-today* questions. TEA terminates her turn with a new question (WHAT'S THE MATTER) in line 4. In response, BER forms the second pair with a single TCU (sad). In line 6, TEA acknowledges BER's contribution with a repetition, and reshapes it in the form of a full sentence. Waiting for 0.8 seconds, TEA invites BER to justify his feeling as such. With an overlap, BER explains that having a short weekend break makes him sad, which triggers a loud laugh by TEA who continues with an explicit alignment (benim kafamdan I know) in line 9. Following this, TEA continues reasoning in translingual turn format (it's monday aga:in hah yine pazartesi) while ARL steps in with the repetitive use of *me* too in line 11. Whether ARL performs the symbolized gesture (self-pointing) while uttering her turn is not known because TEA's posture partly blocks the camera angle at that moment. In line 12, TEA gazes ARL, and acknowledges her self-initiation with a turn initial response token (oh::) as well as repeating the adjective (sa::d) with a stretch at the last syllable to give an emotional sense. Then, she finalizes her turn with the Turkish translation of *me too* (bence de) in line 13. In what follows, AHL and FER

simultaneously respond with the repetitive use of *me too* synchronized with the iconic gesture (self-pointing). Showing no orientation to their self-initiatives, in line 16, TEA keeps elaborating in the mother tongue, and her turn ending confirmation request (five days right?) is interrupted by AHL's second try with the focal construction. In line 18, CAG upgrades TEA's suggestion, and this encounters TEA's loudly uttered confirmation request (TEN DAYS? [right?) enriched with prosody. In the following three lines (lines 20-22) TEA and two students (ARL and CAG) utter their turns playfully as if they were celebrating 10 days-weekend. The celebrating atmosphere ends with the focal student BER's loud summoning of TEA's nick name (i.e., buki) to mention his other emotional states. Responding with a short response token in line 24, TEA repeats BER's contribution with cut-offs and finalizes her turn with a laughter and acknowledgement token (okay). In line 25, BER keeps responding in mother tongue (bir de yorgun). Taking BER's language alteration as a trouble, in line 26 TEA produces the English equivalents (exhausted, tired) of the adjectives (yorgun) as well as modelling a contextual use with a stress on the adjective (you can say I'm tired). In line 27, BER only takes up the adjective. Upon TEA's offering two more contextual uses in full sentence format in line 28, BER shows alignment with a full sentence response in line 30. Then, he attempts to produce *me too*, but the cut-off in the first utterance (m-:), and the missing production (me:) preceded by a 0.3-second of silence displaying his being not-yet-competent. Similar to the previous extract, he deploys the self-pointing gesture to compensate the meaning he failed to convey verbally. Realising that, in line 31, TEA demonstrates understanding (yes you are sleepy) and confirms it with a reformulation (I know you are sleepy too) to maintain the intersubjectivity, and in turn the continuity of the classroom interaction. In what follows, ARL's interrupted contribution gets TEA's immediate orientation with an emphatic response token (oh) and reformulation in line 33. In the same turn, TEA also utters *me too* and elaborates the turn with the reason of feeling as such. The sequence continues with FER's self-initiation with a turn ending overlap in line 34, and she repeats her turn in line 36. In the

meantime, ARL contributes with the focal form *me too* accompanied with self-pointing in line 37. However, none of this self-initiated use of *me too* is oriented by TEA who is in the way of expanding the topic. The sequence ends with AHL's repetition of the focal construction in line 40, which is responded with a reformulation by TEA.

Extract 3 demonstrated the focal student's, BER's second attempt to use the focal construction *me too* as a response to the same routine question (*how-are-you-today*) also practiced earlier in Extract 2. Even though this sequence is similar to the previous extract with respect to BER's incomplete production of *me too* but successful deployment of self-pointing, it bears an important difference considering peers' uses of *me too*; ARL in line 12, AHL in lines 14 and 17, and FER in line 15. However, whether they prompted BER or not is not evident in the analysis as BER displayed no orientation to those contributions.

On the other hand, Extract 4 illustrates BER's explicit attention displayed with a gaze when a peer uses *me too* in a self-initiated way. Rather than repeating it verbatim, BER displays his developing competency with the modified production of *me too* recorded almost 40 minutes later in the same class. The students are sitting in a U-shaped arrangement, holding flashcards with a pre-studied collocation written on them. A randomly selected student is expected to name the activity on his/her card, and the teacher mostly provides a contextual use right after the collocations are named by the students. Right before this sequence, TEA asks ELG to tell the activity on her card, and ELG names the activity (going to the movies) both in English and Turkish. TEA states how much she misses going to the movies during the Covid-19 pandemic, and in response, *me too* is uttered by some students right before the sequence starts.

Extract 4: 15_03_44:46-45:04_EM– peer prompted competent production of me too

```
1  TEA:   bakın@ şu an &şu an ne söylicem I want (0.7)
            look      now   now   what will I say
   tea                    &mask down--> (ends in line 3)
   ber     @gazes tea--> (ends in line 3)
2  ALY:   me [too
3  TEA:     [bakın ((pointing at her lips)) *ne ne *@istiyor muşum@
```

```
                look                                  what  what     want        do I
   tea                                                      *gazes aly*
   ber                                                         -->@gazes aly----@
4  TEA:   I &want to go to the movi::es
   tea     -->&mask up-->>>
5  ALY:   >me too me too<
6  TEA:   nereye nereye gitmek istiyo muşum
             where   where     go to   want to    do I
7  ARL:   SINEMAYA [ME TOO ME TOO [ME TOO ((jumping))
          to the cinema
8  TEA:              [I WANT        [I KNOW NOW SIT DOWN sit down I
9         want to go to the movies
10 BER:→ NO $ME TOO
   Ber    $lateral headshake --->>>
11 TEA:   I want HUH ((gazes aras))
12 BER:→ NO ME TOO
```

Triggering the focal student BER's orientation with an explicit request for attention (`bakın şu an şu an ne söylicem`), TEA aims to attract the whole class attention to the upcoming collocation (*going to the movies*). To overcome any potential troubles in advance, she performs a pandemic-relevant action (pulling the mask down) frequently encountered in the dataset. She also enacts another common interactional practice (DIU) by leaving her utterance incomplete (`I want`) and waiting for a while (0.7) to elicit the target collocation from the students. In contrast with what is expected, in line 2 ALY orients to the meaning of the activity rather than name it. ALY's self-initiated use of *me too* does not only get TEA's gaze in line 3 but also BER's who has been looking at TEA since the beginning of the activity. With the aim of eliciting the collocation *going to the movies* from the students, TEA repeats her request for attention in Turkish (`bakın`) in line 3 while also supporting this gesturally by pointing at her lips. Ending her turn with an explicit request for elicitation (`ne ne istiyor muşum`), TEA pulls her mask up while completing her unfinished turn with the solicited collocation (`go to the movi::es`) in line 4. She also stretches the final utterance purposefully in order to

add an emotional sense. In line 5, ALY restates her agreement with the quick repetition of the focal construction (>me too me too<) but her second try is not acknowledged by TEA maintaining her pedagogical aim. In the service of eliciting the target collocation, TEA directs a comprehension check question in a translingual format (nereye nereye gitmek istiyo muşum) in line 6. Following this, ARL self-selects and provides the second pair part in a translingual turn format, which is possibly because the first pair part is constructed by TEA in the mother tongue. Right after providing the preferred response (SİNEMAYA), ARL switches back to the target language and displays agreement with the loud repetitive use of *me too* in line 7. Her jumping leads TEA to enact classroom management in line 8. After TEA finalizes her turn with the repetition of the target collocation, the focal student BER self-selects and combines *me too* with a negation particle *no* to disagree. At the same time, BER marks his action gesturally with a lateral headshake. This shows that not only BER can successfully enact a different action with a syntactic modification of the focal construction, but he can also perfectly match the meaning gesturally with a new embodied resource. BER's modification proves a milestone in BER's developing L2 trajectory but his significant contribution is not oriented by TEA although he repeats it loudly at the end of the sequence.

Extract 4 illustrated that BER managed to produce the focal phrase *me too* completely in contrast to his previous problematic productions (Extract 2 and 3). He did not only meaningfully adapt *me too* into a new context (i.e., practicing free time activities) but also enacted a different action (showing disagreement) with a syntactic modification. Importantly, BER's complete production occurred right after two peers' deployment of *me too* (lines 2, 5 and 7), which potentially prompted BER's use. Although BER's gazing at ALY right after her use of *me too* in line 2 evidences his orientation to one of these prompts, his original production was much beyond the simple repetition of the peers' turns considering the action it served as well as the new syntactic feature it gained.

Additionally, Extract 4 revealed an important finding regarding the deployment of the embodied resource. In Extracts 2 and 3, BER employed the self-pointing gesture to compensate for the meaning (agreement) he failed to convey verbally due to his not-yet-competency in using *me too*. Yet, in Extract 4, BER combined the focal construction with lateral headshake to enact a contrary action, namely disagreement. This shows that the focal student, BER can adapt the focal construction *me too* both meaningfully and gesturally into a new context. BER's recombination of *me too* with self-pointing gesture to show agreement, which will be discussed in Extract 5 below, also proves his strategic deployment of the embodied resource in the local context.

In contrast to Extract 2 and 3 illustrating BER's problematic production of the focal construct in the *how-are-you-today* activity, Extract 5 below will show BER's first (i.e., without negation) complete production of *me too* to enact the same action (agreement) in the same interactional activity (*how-are-you-today*). Extract 5 below was recorded two days later, and TEA aims to elicit the feeling adjectives in response to the routine *how-are-you-today* question. Right before the sequence, some students are raising their fingers, and TEA selects ELG as the next speaker.

Extract 5: 17_03_03:17-03:48_ES– Peer prompted competent production of me too

```
1  TEA:  yes eliz gamze psht psht ((to cagan)) er::m ↓how are
   you
2        today eliz gamze
3  ELG:  er::: sleepy [I'm] s::le-
4  TEA:               %[okay]
   ber                %raises finger and gazes TEA -->>>
5  TEA:  you're s:-
6  ELG:  er
7  TEA:  yes I am sleepy
8  ELG:  [I'm sle]epy
9  ARL:  [me too]
```

```
10 TEA:  o[kay ((to ELG)
11 FER:    [≠  me too      ≠ ((gazes ARL))
   fer      ≠self-pointing ≠
12 TEA:  wait [hold on ((to arel))
13 ELG:       [°ben de° ((gazes ARL))
14 TEA:  [A::ND how old are you ((points at ELG))
15 BER:→[+ me too:::   +
   ber   +self-pointing+
   fig   #figure 9
```

```
16 ELG:  kaç yaşındasın?
17 TEA:  in English yes
```

After allocating the turn to ELG, TEA enacts classroom management for Cagan (CAG) to ensure silence in the classroom (`psht psht`). Waiting for a while (`er::m`), TEA directs the routine question (`how are you today`) and completes her turn summoning ELG in line 2. In response, ELG thinks for a while and then forms the second pair part with a single utterance (`sleepy`) in line 3. Although her contribution is immediately ratified by TEA with an acknowledgement token (`okay`), ELG initiates the same turn self-repair and forms a new TCU in a full sentence format leaving the last utterance incomplete (`[I'm]  s::le-`). In line 5, TEA acknowledges this response with the initiation of a reformulation, but she does not complete it. Instead, in line 7, TEA first confirms ELG's contribution and then repairs her unfinished utterance. In line 8, ELG displays uptake of the repair with a repetition, but this is interrupted by ARL's self-selection. Showing no orientation to ARL's contribution, TEA ratifies ELG's uptake in line 10. ARL's use of the focal

construction *me too* triggers FER's production in line 11, which is evident in FER's gaze at ARL. Despite being prompted by ARL, FER also synchronizes her turn with self-pointing unlike ARL. Although ARL's contribution is marked as unsolicited and blocked by TEA (`wait [hold on`) in line 12, it gets the selected student ELG's both embodied (gazing) and verbal orientation with the Turkish equivalent of *me too* (`ben de`) in the following line. In what follows, TEA signals the topic transition (`how old are you`) with a loudly uttered and stretched transition marker (`A::ND`) while securing the floor for ELG. At that time, the focal student BER self-selects and displays agreement with the use of *me too* in an overlapping fashion. As clear in Figure 9, he raises finger with his left hand and points himself vaguely with his right hand. This is possibly because he does not need the facilitative role of embodiment in conveying the meaning as he is becoming more competent in verbally producing the focal construction. It should be stressed that BER maintains his gaze at TEA from line 4 to the end of the sequence, but no clear evidence is available in the analysis showing BER's explicit orientation to ARL's and FER's deployment of *me too*. Still, two peer students' productions may potentially enact as a prompt in that BER sits between ARL and FER. Although BER's self-initiated complete production of *me too* in line 15 evidences a milestone in his developing L2 trajectory, no orientation is shown by TEA performing language policing (Amir & Musk, 2013) for the nominated student ELG's translation in line 16.

The analysis of Extract 5 unearthed a significant progress in the focal student BER's developing L2 trajectory with respect to the focal construction *me too.* Yet, it is not possible to claim that he is fully competent in using *me too* as his production was preceded by two peers' turns, thus still possibly being prompted. Therefore, how BER finally displays a full competence in using *me too* to enact the same action (agreement) in the same routine activity (*how-are-you-today*) without the help of any verbal or nonverbal prompts is explained in the final extract recorded two weeks later.

The final extract is also initiated with the *how-are-you-today interactional routine* by the teacher to elicit feeling adjectives and the sequence starts with allocating the turn to ELG.

Extract 6: 30_03_05:05-05:21_ES – Unprompted competent production of me too

```
1  TEA:  yes eliz gamze how are you today
2  ELG:  er:: (1.1) sleepy
3  TEA:  okay and me:: and toda::y *I:  [I:  ben*
   tea                              *self-pointing*
4  KIR:                                 [sle:epy:
5  TEA:  I feel tired
6  ARL:  tire:d
7  OZG:  hal[sizim
8  TEA:     [I feel [exhausted
9  FER:             [>no tired no tired no tired<
10 BER:→            [ME TOO:: ME TOO:::
11 TEA:  I am not so energy çok şeyim  yok    [bugün
                                so   well  don't have  today
12 BER:→                                      [me too:::
13 TEA:  enerjim   yok    yani
         energy   don't have  I mean
```

Summoning her name, TEA directs the routine question to ELG in line 1. Marking her thinking with a filler (`er::`), ELG stops for 1.1. seconds and then forms the second pair part with a single utterance in line 2. Acknowledging ELG's contribution, TEA initiates the post-expansion by prefacing the announcement of her personal emotional state. To mark this, she repeats the first personal pronoun with a stretch (`I: [I:`) and points herself. At the final position of her turn, she enacts one of her most common classroom practices; namely, translanguaging to ensure the meaning for the students. Ignoring KIR's interruption, in line 5 TEA announces her emotional state by emphasizing the last two utterances (`I feel tired`) which

is oriented by ARL with the repetition of TEA's last utterance. Following this, OZG demonstrates understanding with the Turkish translation in line 7. Taking the turn back with a partial overlap in line 8, TEA upgrades her tiredness with a stronger adjective in meaning (`I feel [exhausted`). Her last utterance is overlapped by FER and BER simultaneous contributions. In line 9, FER disagrees with the repetitive deployment of the utterance (`[>no tired no tired no tired<`) whereas BER displays a loud agreement with the repetitive use of *me too* in line 10. Importantly, the focal construction is not accompanied by the symbolized gesture (self-pointing), and BER performs a loud and quick production of *me too* in line 10.

The absence of embodied resource as well as the prosodic features of BER's turn need special attention considering his L2 development. To explain, BER's loud and quick use of the focal construction shows his being competent in producing it verbally, and the absence of self-pointing proves his being in capable of conveying his intended meaning verbally. As is the case in the previous extract, BER's complete production is not oriented by TEA, who keeps extending the topic in line 11. At the final position of the same turn, she performs another translingual action to ensure the meaning, but she has a trouble in remembering the word *enerji* (energy) in Turkish. In what follows, BER makes the second attempt in line 12 with another overlap, and he stretches the second word (`me too:::`). However, none of his successful productions is orientated by TEA who is in the way of self-repair.

The analysis of the final extract demonstrated that the opportunity initiated one month ago by BER himself through realising a gap in his knowledge finally resulted in the learning of the construction. As evident in the analysis, BER displayed a complete competency with the self-initiated production of the construct *me too* in a meaningful context without the availability of any verbal and nonverbal prompts.

Overall, looking at the bigger picture reveals an intriguing finding in terms of the language teacher's role in BER's learning process. There is not any specific

practices or actions deployed by the teacher to facilitate or allow for the elicitation of the construction from BER. Instead, the facilitator role of the teacher only became clear in Extract 1 in which she performed a responsive action to produce a multi-turn repair for BER's trouble in the knowledge of the construction. The same excerpt also revealed that BER oriented to a peer's repair rather than the teacher's. Furthermore, none of the BER's self-initiated use of *me too* was realized or oriented by TEA as discussed in Extracts 2, 4, 5 and 6. Only in Extract 3, TEA responded to BER's turn as he was the selected student, and TEA's orientation was to the meaning rather than BER's initiation to use the construction. On the other hand, the potential effects of the peers' preceding productions of the construction were remarkable and played an active role in facilitating learning.

Considering all, it can be argued that language teachers' guidance, practices or orientations, either in the form of a feedback or assessment, are not the only ways to facilitate language learning in very young learner classrooms. As evident in the analysis, BER realised the gap in his L2 knowledge, created his own learning opportunity, and displayed a gradual development in his learning trajectory. That proves the prominent role that classroom interaction plays in creating learning opportunities and facilitating the learning process. Surely, the role of peers and the predictable nature of the classroom interactional activities played significant roles in facilitating the sedimentation of L2 construction into BER's L2 repertoire. Thus, the role of interaction and the interactants in creating learning opportunities and in facilitating language learning is independent from any preconceived identities or assumptions as well as the amount of their L2 knowledge. In sum, learners can be the protagonist of their own learning story, and that can be only explored through the CA examination of participants' emic perspectives.

Summary of the Section

In this section, the analysis of six extracts demonstrated that students themselves can manage classroom interaction in the service of creating their own learning opportunities even when they are regarded as having limited or no L2 knowledge. The analysis showed that very young learners can realize the gap in their L2 repertoires, and to fill this gap they do not always look up to the language teachers as the epistemic authority. A peer can be positioned as the language expert to resolve an interactional trouble. Extract 1 was a striking example of such a case with the demonstration of a particular student's (BER) claim of no knowledge after the construct *me too* was produced by a peer (ARL). The language teacher's appreciation of ARL's self-initiation played a significant role in marking the construction, and thereby attracting BER's attention to the construction. In other words, TEA's emphatic orientation along with the positive assessment highlighted the construction for the rest of the class and led BER to realise the gap in his L2 repertoire. The epistemic trouble was resolved between the two peers (BER and ARL) with the help of translanguaging and an embodied resource (self-pointing), which resulted in a change in the focal student BER's epistemic state.

Extract 2 showed BER's first attempt to produce the construction one day later, but the analysis revealed his problematic production and his strategic employment of the self-pointing gesture to compensate the meaning he failed to convey verbally. Such a similar case was recorded almost one week later, and Extract 3 demonstrated BER's incomplete production of *me too* despite being preceded by some potential verbal prompts. However, Extract 4, recorded at the end of the same class, illustrated BER's complete production of the target construction right after orienting to a peer's prompt. Importantly, his production was much beyond the simple repetition of the peer's turn because BER modified the construct with a negation word *no* to enact a different action (disagreement) unlike

the other students. Moreover, he accompanied his production with another embodied resource (lateral headshake) to mark the negation in meaning. This shows that BER could not only produce the construction accurately in a new context with a new syntactic form, but he could also modify it gesturally in line with the intended action. Therefore, Extract 4 revealed an important progress in BER's developing L2 trajectory with respect to the deployment of focal construction *me too.*

Extract 5 also displayed BER's accurate production in *how-are-you-today* sequence to display his agreement. It is significant because his first two incomplete productions (Extract 2 and 3) emerged in the same interactional activity (*how-are-you-today*), and one week later he could use *me too* accurately although three peers' earlier productions might have potentially acted as prompts. Moreover, Extract 5 revealed an important finding considering BER's deployment of the embodied action. In this fragment, he performed the self-pointing vaguely. This is possibly because of his getting more competent in conveying the meaning verbally, and that he does not need the facilitator role of embodied resource in conveying the meaning.

Finally, Extract 6 showed the focal student BER's being fully competent in using *me too* one month later. His self-initiated production was enriched with some prosodic features such as high volume and fast pace, and the absence of any potential prompts proves how the focal construct *me too* sediment in his L2 repertoire one month later.

Conclusion

This section illustrated the creation of a learning opportunity by a particular student realising a gap in his epistemic state when a learner's self-initiated turn is positively marked by the language teacher. The analysis showed that the epistemic asymmetry is not only between language teachers and learners, and the epistemic balance in language classroom

can be changed in every moment of classroom interaction by the learners themselves by positioning a peer as more knowledgeable.

In this section, it was argued that the emergence of a learning opportunity as a result of the learners' collaborative trouble resolution paved the way a particular student's (BER) language development with respect to the particular construct *me too* in a one-month period. As discussed in the previous section, the role of embodiment is striking in tracking the student's language development. However, this section differs at one point from the previous one. That is, in the first section the deployment of embodied resource proved the learner's (ELG) developing language learning behaviour. In contrast, the gradual withdrawing of the embodied resource evidenced the learner's (BER) being more competent in using the focal construct in the second section.

Summary of the Chapter

This chapter consisted of two subsections both illustrated the emergence of learning opportunities in very young learner EFL classrooms. The first section showed the language teacher's successful management of an interactional activity as well as the strategic deployment of certain interactional and teaching practices to facilitate the learning of a particular construction treated as an immediate learning object by the language teacher as the interaction went on. The chronologic analysis of five extracts demonstrated the circulation of the construction by the teacher, and as a result, longitudinally accounted for the development of a particular student's learning trajectory over a period of time. Similarly, the second section demonstrated a learner's language development with respect to another specific construction, but it differed from the previous one considering the initiation of the learning opportunity. That is, the learner's claim of no knowledge paved the way of the emergence of learning opportunity by realising the gap in his L2 knowledge. Finally, the two sections have a common finding considering the significant role of interactional routines and

the embodiments in the language development of two learners. All these findings will be discussed in detail in the following chapter.

Chapter 5

Discussion and Conclusion

This chapter will present the discussion on L2 construction learning in a kindergarten classroom in the light of the findings analysed in the previous chapter. As the findings were presented in two separate sections considering the initiation of the learning opportunities, the discussion will be organized in two sections: *Teacher Initiated L2 Construction Learning* and *Learner Initiated L2 Construction Learning*.

Teacher Initiated L2 Construction Learning

The analysis of 5 extracts has shown the introduction and the circulation of a construction (*little bit*) by the language teacher, and eventually the unprompted self-initiated use by a focal student (ELG). Table 6 below summarizes all the extracts and the findings in a chronological order to provide the bigger picture before discussing the findings in detail.

Table 6

Summary of the findings "little bit"

Extracts-Timeline	Actions	Teacher practices	Focal learner's action
Extract 1 18.03.2021	• Introducing the target construction	• Shaping learner contribution • Embodied action (i.e., pinching gesture)→ visual scaffolding • Understanding check • Translanguaging	
Extract 2 25.03.2021	• Circulation of the target construction and eliciting repetition	• Shaping learner contribution • Choral repetition • Embodied action • Pandemic-relevant action • Translanguaging as other repair for dispreferred student contribution	• Verbal repetition
Extract 3 29.03.2021	• Circulation of the target construction and eliciting repetition	• Uses the construction Coupling it with embodied action	• Verbal repetition copying the pinching gesture
Extract 4 06.04.2021	• Eliciting construction	• Designedly incomplete utterance + Embodied action as a reminder	• Producing the construction without any verbal prompt

		• 1st production of the construction without repeating
Extract 5 12.04.2021	• Eliciting construction	• Self-initiated use of the construction + pinching gesture without any prompts

The first extract was recorded in the third week of the data collection and illustrated the management of an interactional routine activity (*how-is-the-weather-today*) by the language teacher to create a space for the introduction of *little bit* as the immediate learning object in an ongoing interaction. As listed in Table 6 above, the language teacher intentionally deployed certain interactional practices to foreground the target construction, whose several spontaneous uses by the language teacher were captured 7 times in the whole data set (see Table 4 in Chapter 4). Different from those cases, Extract 1 showcased the first instance in which the target construction was introduced in *how-is-the-weather* interactional routine and coupled with the embodied action (pinching gesture). To this end, Extract 1 clearly evidenced the emergence of the construction within the data collection process, which made the trackability of the construction possible for the analysis. As explicated in Extract 1, the interaction was initiated with one of the routine questions practiced at the beginning of each class. Note that all the extracts in this section initiated with the same routine question (*how-is-the-weather-today*), so the interactional organization of this very young learner classroom was framed with the interactional routines to facilitate learners' engagement by providing the learners with a predictable participation framework. This supports the previous research considering the role of interactional routines and repetitions in fostering participation of learners with limited or no L2 knowledge (Balaman, 2018b; Björk Willen, 2008; Cekaite, 2007; Kanagy, 1999; Pallotti, 2001; Roh & Lee, 2018; Watanabe, 2016, 2017). Furthermore, the analysis showed that the teacher's strategic management of interactional routines allowed for getting responses from the learner beyond scripted repetitions and inserting new learning opportunities in the predictable framework as demonstrated in Extract 1. The teacher's strategic management of the *how-is-the-*

weather-today routine activity in Extract 1 created an interactional space to insert a new and unknown construction (*little bit*) as the immediate learning object of the ongoing interaction. Here, the interactional routine provided a predictable context to introduce a potentially unpredictable construction in a meaningful way. Along with benefitting from the learner's familiarity with the routine activity, the teacher deployed various interactional practices to foreground the constitution for the learners. Shaping the learner's contribution (Can Daşkın, 2015) is one of the teacher practices helping the teacher contextualize the upcoming target construction to lay the ground for generating a learning opportunity. As shown in Extract 1, MER provided *cloudy* as a candidate response to the focal question, *how-is-the-weather-today*. Upon this, the teacher took MER's contribution up and extended it (`it is a little bit cloudy`) to further contextualize the target construction. Accordingly, this finding overlaps with Can Daşkın's (2015) study showing that shaping a learner contribution though extending the learner's responses is one of the teacher practices deployed to provide learning opportunities in very young learner classrooms.

The deployment of the embodied resource (pinching gesture) is another teacher practice observed in Extract 1, and it played a prominent role in marking the target construction. The teacher used gesture-talk combination (little bit + pinching gesture) and used the gesture as a decisive semiotic resource to make the coupling of *little bit* and its meaning socially available (Eskildsen & Wagner, 2015). Additionally, operating as the means for visual scaffolding (Balaman, 2018b; Sert, 2015), the deployment of the gesture in this study aligns with what has been argued by Balaman (2018b) in a very young learner classroom context. As also showed by Balaman (2018b), the gesture in Extract 1 was strategically deployed by the language teacher to make the new construction visually more concrete for the very young learners. Note that, embodying an abstract construction is highly crucial especially for very young learners who are not-yet-competent in understanding the abstract concepts, especially in an L2. Accordingly, the findings of Extract 1 align with what has been shown in the literature considering the role of gestures

in providing visual scaffolding (Kanagy, 1999), more specifically for vocabulary explanation (aus der Wieschen & Sert, 2021; Sert, 2015; Sert & Walsh, 2013).

After laying the ground for the contextual introduction of the target construction by shaping the learner's contribution and employing embodiment, the teacher enacted two more interactional practices to ensure understanding. One of them is the understanding check (Waring, 2012) enacted right after the contextualisation of the construction (`it is a little bit cloudy right`). This is followed by the integration of the learners' translanguaging practice (`neydi, little bit, çok az`) to reach the correct understanding of the yet-introduced construction. This supports what has been argued by Atkinson (1993) who stresses the necessity of the use of L1 when checking comprehension when the learners have a low level of language proficiency as their limited or no knowledge can potentially cause understanding troubles. Therefore, the deployment of translanguaging as a meaning-making mechanism to facilitate learning of the focal construction aligns with Yüzlü and Dikilitaş's (2022) finding on the translanguaging in the Turkish EFL context.

Similar practices were deployed by the language teacher for the circulation of the construction in the same interactional activity recorded two weeks later (Extract 2). After BER offered (`sunny`) as the candidate response to the routine *how-is-the-weather-today* question, the teacher shaped this dispreferred response by extending it (Can Daşkın, 2015) to circulate the construction in a contextually meaningful way (`it is a little bit sunny`). Although she performed the same embodied action (pinching gesture), the timing of the gesture needs special attention. To further explain, after the teacher explicitly marked BER's candidate response (sunny) as dispreferred (`er::m not really`), she started the pinching gesture. Following this, she intentionally left her turn incomplete to elicit the construction from the students, which shows that the timing of the pinching gesture and the combination of the DIU (Koshik, 2002) are strategic to reindex and remind the previously studied construction and in return elicit it from the students. This leads us to argue that

references to past learning events can be made not only verbally as discussed by Can Daşkın (2017) (see also Can Daşkın & Hatipoğlu, 2019a, 2019b) but also nonverbally with the deployment of embodied resources operating as a resource to reindex the previously shared learning moments (aus der Wieschen & Eskildsen, 2019). Although the teacher deployed pinching gesture in combination with a DIU (Koshik, 2002) as an elicitation strategy, the sought-for-answer (*little bit*) was not provided by any students in Extract 2. This is possible because the focal construction had not started to sediment in the learners' L2 repertoires yet and needed more circulations to be remembered, which will be discussed in the following extracts. Upon this, the construction was marked once again with an emphasis and the teacher enriched her interactional practices with a choral repetition. Doing so, she not only ensured the whole class elicitation of the construction but also created a shared history for it to be remembered later. Note that, the pinching gesture was always on the stage throughout this episode to establish the gesture + the construction unit to be deployed later in the sense of remembering (Eskildsen & Wagner, 2013). Extract 2 documented another interesting finding with respect to the use of translanguaging as a repair mechanism to resolve an understanding trouble caused by the problematic word selection of a particular student (FER). Upon the teacher's circulation of the construction, FER demonstrated her understanding with the Turkish translation of *little bit* (minik). However, *minik* is an adjective in Turkish language that is the equivalent of both *tiny* and *little*, and the pinching gesture might refer to both words. To overcome such an understanding trouble, the teacher navigated between English (L2) and Turkish (L1) (`çok az little bit`) to repair FER's misunderstanding. It proves once again that the facilitator role of learners' L1 in the meaning-making process as discussed by aus der Wieschen and Sert (2021) and the importance of the integration of any named languages and beyond (i.e., translanguaging) into the teaching and learning processes to facilitate L2 learning. Additionally, the deployment of translanguaging as a repair mechanism to maintain intersubjectivity aligns with Bozbıyık and Balaman's (2023) study demonstrating how translanguaging was used by the learners to resolve their peers' understanding troubles.

Another interesting point explicated in Extract 2 was the emergence of an understanding trouble caused by a pandemic-relevant action, namely wearing a facemask. Note that, the data was collected during the Covid-19 pandemic process, and there was a mask mandate in Türkiye, which necessitated all the participants wear face masks in the classroom. While the effects of the pandemic on teaching and learning processes are open to investigation, one observable effect of wearing masks on L2 learning was seen in Extract 2. As illustrated in Figure 3, the teacher attributed wearing a mask as a trouble source for BER's wrong production (`little big`) of the construction (*little bit*), and she pulled her mask down to resolve the understanding trouble. In what followed, BER produced *little bit* correctly, which can be given as evidence for the detrimental effect of the teacher's wearing a mask on the teaching and learning process. Upon resolving the understanding trouble in the service of the correct elicitation of the construction, the teacher enacted choral repetition again and elicited a whole class repetition. The repetitive circulation of the construction resulted in the focal student, ELG's individual repetition at the end of the sequence. Although it seems like a simple verbatim repetition of the teacher's turn, it showcases the focal learners' first use of the target construction, albeit prompted by the teacher, in the data.

Four days later, the teacher initiated another circulation sequence by enacting the same set of interactional practices (i.e., shaping learner contribution by extending it, understanding check and deployment of pinching gesture). After initiating the sequence with the routine *how-is-the-weather-question*, the teacher contextualized *little bit* by shaping KIR's contribution as well as marking it with the same prosodic feature (i.e., stress). Similar to the previous cases, the teacher synchronized the verbal production of the construction with the pinching gesture and ensured comprehension with another understanding check.

What is central in Extract 3 was the focal learner ELG's returning the pinching gesture in a synchronized way with the construction. The return gesture worked as a resource for ELG to display her ongoing listenership and understanding as also observed

in Eskildsen and Wagner (2013) and aus der Wieschen and Eskildsen's (2019) studies showing that return gestures are a crucial component in displaying understanding and maintaining intersubjectivity. Therefore, this finding supports that gesture-talk combination can be an embodied meaning-making resource in its own right and can be made interactionally relevant as an object of incipient understanding, learning and teaching as also argued by aus der Wieschen and Eskildsen (2019) in young learners EFL classrooms.

Based on recordings coming from one week later, Extract 4 documented a similar practice showing that how previously used embodied action was deployed to recall and use the particular linguistic item as well as reindexing previously shared teachable/learnable moment (aus der Wieschen & Eskildsen, 2019; Eskildsen & Wagner, 2013, 2015). On the other hand, this fragment showed the teacher's interactional manoeuvres from circulating the construction to eliciting it from the students. After acknowledging the focal learner, ELG's candidate response to the *how-is-the-weather* routine question, the teacher built the post expansion on ELG's contribution to elicit *little bit* from her. To do this, the teacher repeated ELG's response and continued with two DIUs (Koshik, 2002). At the same time, she combined the DIUs with the pinching gesture and maintained it throughout the sequence. This proves the strategic enactment of pinching gesture to prompt and remind the previously shared learning and teaching experiences. Moreover, the use of DIUs in combination with the gesture to elicit the target construction deserves special emphasis here as it worked successfully as an elicitation strategy for the focal construction in a very young learner classroom. As also documented by aus der Wieschen and Sert (2021), coupling DIU with a gesture worked as a visual resource for ELG to use the construction (see also Sert, 2015). According to Sert and Walsh (2013), when DIUs are initiated in sequentially appropriate positions, they can be useful interactional resources to help a student move from a state of not knowing to a state in which they contribute to ongoing interaction. This calls for carefully examining the timing of DIUs to successfully elicit the focal constructions from the learner. As discussed in Extract 2, the teacher's deployment of

DIU in combination with pinching gesture did not result in the elicitation of the construction from the learners. This is possibly because Extract 2 was recorded one week after the construction was initially introduced together with the pinching gesture (18th of March), and the participants did not have a sufficient level of shared interactional histories regarding the contextual use of the construction. However, in Extract 4, recorded (6th of April) almost three weeks later, the combination of DIU+pinching gesture worked successfully for the elicitation of *little bit*. This can be explained by the accumulation of shared interactional experiences which can be gained through the repetitive circulation of the construction over time. To this end, it can be argued that learning L2 constructions requires a certain extent of sharedness of learning/teaching experiences resulting from the recurrent and recognizable social interactional contexts, which is also evident in the focal learner ELG's use of not only the construction but also the pinching gesture. Relatedly, the findings of the last extract (Extract 5) pointed to the progressive nature of L2 construction learning in a very young learner classroom. It was recorded almost one month later than the initial recording and provided empirical evidence for how the focal learner, ELG finally became competent in using not only the construction but also the embodied resource in a self-initiated fashion without any verbal or nonverbal prompts by the teacher.

Overall, in line with Eskildsen and Wagner's (2013) stance on language learning, the general argument of this analytic section is that language learning is a process in which shared interactional experiences are gradually obtained as a result of the participants' socially distributed cognitions as they engage in a series of recurrent interactional activities, and the changes in learners' actions or more specifically language learning behaviours, which cumulatively marks the evidence for their L2 learning.

In this section the role of the teacher was prominent both in creating the learning opportunity and in facilitating the learning process. However, learners themselves can only play an active role in shaping their own learning histories, and this will be discussed in the following section.

Learner Initiated L2 Construction Learning

Unlike the previous section in which the teacher practices leading to L2 construction learning were discussed, this section will bring new insights into the role of classroom interaction, more specifically the role of the learners themselves in creating learning opportunities and moving step-by-step towards becoming competent learners. As mentioned earlier, the evidence for learner initiated L2 construction learning was presented by tracking a particular student's (BER) developing L2 trajectory over a month. To do this, six representative extracts were analysed in the previous chapter to illustrate the gradual sedimentation of the construction (*me too*) into his L2 repertoire. All the findings were summarized in Table 7 below.

Table 7

Summary of the findings "me too"

Timeline for BER's developing trajectory for the use of the construction *me too*					
Date	Production	Action	Embodied resource	Orientation	The Routine Activity
8th of March	• Claim of no of knowledge	• Trouble source	• None	• Asking a peer (ARL)	• Likes/dislikes • Do you like X?
9th of March	• Not-yet-competent production	• Agreement	• Self-pointing		• How are you today/how do you feel today
15th of March	• Peer-prompted • Not-yet-competent production	• Agreement	• Self-pointing	• No orientation to peer prompts	• How are you today/how do you feel today
15th of March	• Peer prompted competent production	• Disagreement	• Lateral headshake	• Orientation to a peer's prompt (gaze at ALY)	• Free time activities
17th of March	• Peer prompted competent production	• Agreement	• Self-pointing	• No explicit orientation to • Peer prompts	• How are you today

30th of March	• Self-initiated/ unprompted competent production	• Agreement	• None	• How are you today

Similar to the previous section, the trackability of the construction was also framed by another interactional routine (*how-are-you-today/ how-do-you-feel-today*) along with the embodied resource (self-pointing gesture) accompanying the focal construction (*me too*). Note that the construction has occurred various times in the data set (23 times in total). Six of the cases illustrated the self-initiated use of the focal student (BER) who marked *me too* as the immediate learning object by realising a gap in his L2 knowledge upon a peer's self-initiated use. Accordingly, BER's explicit claim of no knowledge was treated as the evidence for the unavailability of *me too* in his L2 repertoire until he realized the gap in his epistemic state. This section is therefore named as learner initiated L2 construction learning as the learning process initiated by a particular learner's (BER) realising a gap in his epistemic state right after a peer's self-initiated use of *me too*. This section will demonstrate the active role of a particular learner in writing his own learning story in collaboration with his peers. To this end, the role of the peer (ARL) is highly crucial as her self-initiated use of *me too* shaped the flow of interaction as illustrated in Extract 1.

To elaborate, the teacher finalized the sequence with a positive assessment for the selected student AHY's preferred response, and the sequence was expanded by ARL's self-initiated use of *me too* which was oriented by the language teacher with an appreciation and positive assessment. The teacher's enthusiastic acknowledgement of ARL's contribution foregrounded *me too*, and this led BER to realize his lack of knowledge which cause an understanding trouble for BER. So, he initiated an other repair by asking the meaning of the construction to the peer (ARL). In doing so, BER marked *me too* as an immediate learning object of that moment. Both ARL's and BER's self-initiations deserves special emphasis here because they explicate the role of student initiatives in generating their own learning opportunities. In addition, the resolution of the interactional trouble also

furthered our understanding of the role of peers in L2 learning. As evident in the analysis of Extract 1, BER gazed ARL while asking the meaning of *me too*. This was immediately oriented by ARL in a translingual turn format (`me too ben de`). More interestingly, ARL synchronized her turn with the self-pointing gesture to ensure understanding just as the teacher performed in the previous section. ARL's deployment of translanguaging and the embodiment as a repair mechanism oriented to the understanding trouble worked successfully, and resulted in a change in BER's epistemic status which is evident in his explicit claim of understanding (Sacks, 1992) marked with a change-of-state token (Heritage, 1984b). Therefore, it can be argued that translanguaging and embodiment are not only teacher practices but also the interactional resources deployed by very young learners in the service of resolving interactional troubles and in return maintaining intersubjectivity. Accordingly, the role of peer's translanguaging actions in resolving understanding problems aligns with Bozbıyık and Balaman's (2023) study conducted in an EMI classroom. To this end, it can be argued that learners' L1 or any named languages should be freely integrated into language classroom, and the student should be allowed to 'translanguage' to facilitate their language learning.

Another intriguing finding observed in Extract 1 is the dynamic nature of the epistemic authority even in a very young learner classroom. As is the case in many teacher-fronted classrooms in which language teachers are generally regarded as the primary holder of the epistemic authority especially when the learners have limited or no L2 knowledge, the language teacher was the epistemic authority managing the classroom interaction in service of her pedagogical aims in this very young learner classroom. However, the resolution of the understanding problem in Extract 1 displayed a contrary case in which a peer was positioned by another peer as a more knowledgeable person rather than the teacher herself. To explain, the focal student BER solicited help from a peer (ARL) rather than the teacher to repair his understanding trouble. More interestingly, he oriented to the peer's repair although the teacher initiated one simultaneously, and the data showed

no explicit orientation by BER to the teacher's repair. This showed the dynamic and flexible nature of the epistemic authority in this very young learner classroom interaction, which in return supports Bozbıyık and Can Daşkın's (2021) argument that peer involvement can temporarily change the epistemic asymmetry and participation framework even in teacher-fronted classrooms in line with the interactional and epistemic demands.

As for the ways that the repair was formulated by the peer and the teacher, Extract 1 manifested another interesting finding. The resolution of the understanding trouble between peers by resorting to L1 (Turkish) supports aus der Wieschen and Sert (2021)'s finding on the integral role of L1 in maintaining intersubjectivity in young learner classrooms. On the other hand, this extract revealed a contrary finding regarding the language teacher's orientation to language choice in young learner classrooms. Aus der Wieschen and Sert (ibid) pointed out that no alignment to the L1 use of the learners was displayed by the language teacher maintaining an English-only policy. However, in this fragment, TEA's second repair initiation in the translingual turn format (`ben de demek me too ben de`) displays an explicit alignment with the L1 use to repair understanding troubles in the very young learner classroom.

One day after the emergence of *me too* as the learning object, the focal learner BER made his first attempt to use the construction with a self-initiation. Despite his hesitant and incomplete production, he strategically deployed the same gesture (self-pointing) which was locally connected to *me too* by ARL to ensure the meaning. Note that BER's self-pointing gesture was repetitive and explicit in this fragment to repair the meaning he failed to convey verbally (Bachman, 1990; Eskildsen & Wagner, 2013, 2015; Foerch & Kasper, 1983). Along with the deployment of the self-pointing gesture, BER navigated to Turkish to maintain intersubjectivity (Bozbıyık & Balaman, 2023).

Such an incomplete and hesitant production was also observed one week later (Extract 3) when BER used the construction in a self-initiated fashion again. Similarly, he deployed the self-pointing gesture just as he performed in the previous episode to ensure

the meaning. What makes this episode different from the previous one is a few peers' preceding uses of *me too* in combination with the self-pointing gesture, which might potentially enact as a prompt for BER. However, no explicit orientation by BER was observed in the data and his incomplete production showed his being not prompted by previous occurrences of the construction. Still, his self-initiation is worth considering a step forward in his way of making the construction a part of his L2 repertoire.

Interestingly, a micro-longitudinal development was observed about 40 minutes later. Extract 4, which was recorded at the end of the same class hour, explicated BER's first complete use of *me too.* In contrast to the previous extract, BER oriented to one of the peers' preceding uses of the construction by gazing at her. However, his syntactic modification of the construction with the negation particle *no* as well as the deployment of another embodied action (lateral head shake) proves the originality of his production as being much beyond the simple verbatim repetition of the construction. BER's modification both in the syntax of the construction but also in the gesture needs special emphasis here. In the previous two extracts, BER combined *me too* with the self-pointing gesture to display his agreement. In Extract 4, he performed a counter action (disagreement) and modified the gesture-talk connection as negation + construction + lateral headshake in line with his intended meaning. Although BER's syntactic and embodied modification proved a milestone in his developing L2 trajectory, none of BER's self-initiations thus far had been oriented by the language teacher.

Two days later, BER could produce the construction completely without any hesitation and enriched it prosodically by stretching the last syllable (`me too:::`) to display his alignment with 'feeling so sleepy'. While doing this, he enacted the self-pointing gesture rather vaguely possibly because his complete production ensured the meaning, and the facilitator role of the self-pointing gesture was not needed anymore. The support for this argument is available in Eskildsen and Wagner's (2015) study on the embodied L2 construction learning of an adult learner who stopped gesturing as the semantization

process of the construction (i.e., under) progressed. In another paper, Eskildsen and Wagner (2018) discussed that the embodied conduct accompanying the learner's talk disappeared as the learner went from a highly embodied mode of hesitant production of a troublesome expression to increasing fluency. Doing so, they showed how the semiotics of the gesture disappeared into spoken language. In a similar vein, aus der Wieschen and Eskildsen's (2019) paper documented the disappearance of the gesture as a young learner was progressing in the use of the construction (swap seat). Against this background, the gradual fading of the self-pointing gesture as BER became more competent in the use of *me too* overlaps with the research on gesture + talk combination in the service of meaning-making.

The finding of the last episode (Extract 6) provided another evidence for this argument as BER did not accompany his production with the self-pointing gesture. Note that BER's production was also preceded by the uses of some peers in this fragment, which makes it difficult to bring evidence for his full competency in using the construction. However, BER displayed full competency with his self-initiated unprompted use of the construction in the same interactional activity (*how-are-you-today*) two weeks later. The way he produced the construction is highly remarkable, that is, he uttered *me too* without any hesitation and in a loud tone, and in a repetitive way by elongating the last syllable, all of which are designed to display his full competency in using the construction. Moreover, he performed neither the self-pointing nor any other gestures. Although he repeated his use in another turn, none of his self-initiations were realized or oriented by the language teacher.

Clearly, the data did not reveal any specific teacher practices leading to BER's L2 construction learning in contrast to the previous section. From the very beginning to the end, the data in this section proved the significant role of the classroom interaction, routine activities, and peers in creating learning opportunities and facilitating the gradual process of L2 construction learning. The analysis revealed that in a kindergarten, the classroom interaction is not at all scripted, and L2 learning cannot be readily found as an outcome of

implementing the pre-determined pedagogical plans/goals. Every second of classroom interaction has the potential to be converted into a learning opportunity which is not solely created by the language teacher as the institutional epistemic authority in a kindergarten classroom. As explicated in the data, the learners can solve their epistemic troubles between themselves without consulting the language teacher as the epistemic authority of the classroom when an interactional space is opened for their self-initiations. That shows allowing the change in the participation framework in teacher-fronted classroom interaction results in the learners' taking their own interactional responsibility in shaping their L2 trajectories. Therefore, it can be discussed that creating learning opportunities is independent from the amount of L2 knowledge, and even zero beginners can create their own learnable moments and shape their own learning trajectories while sedimenting a novel construction into their L2 repertories. While doing so, they can develop their both linguistic and embodied competencies as they modify their actions in accordance with the local contingencies of classroom interaction.

Overall, the discussion on the two separate analytic sections has further demonstrated that learning opportunities can be created both by the language teachers as teachable moments and the language learners themselves as learnable moments (see aus der Wieschen & Eskildsen, 2019; Eskildsen & Wagner, 2013, 2015). Moreover, although teachers' interactional practices are extremely crucial in facilitating L2 construction learning, learner initiations and the strategic deployment of embodiments are just as vital, thus necessitating more attention. A potentially much bigger argument is that learners may not always need teachers' feedback or positive assessment to learn an L2 construction, sometimes the interaction itself can provide all necessary conditions for a particular student to be the protagonist of his/ her own learning process as evident in BER's self-initiated L2 construction learning.

Final point of discussion will be on the interdependent relationship between L2 grammar development and classroom interaction. The longitudinal data allowed for the

documentation of not only the emergence of two grammatical constructions as the immediate learning objects but also their developmental processes facilitated through classroom interaction. Therefore, supporting the intricate relationship between L2 grammar and classroom interaction, the findings of the thesis align with the available research on the L2 grammar in-for-and-through social interaction (Eskildsen, 2011, 2012; Hall, 2022; Pekarek Doehler, 2018, 2021; Pekarek Doehler & Berger, 2019; Pekarek Doehler & Balaman; 2021; Pekarek Doehler & Skogmyr Marian, 2022, Theodórsdóttir & Eskildsen, 2022). Additionally, these studies have enlightened the role of social interaction in L2 grammar development by documenting the diversification or routinization of already available constructions, and the findings of the thesis contributed to the field by tracking the sedimentation processes of two L2 constructs in the same interactional sequences, thereby bringing concrete evidence for L2 construction learning in-and-through the classroom interaction. Against this background, this thesis argues that social interaction stands on L2 grammar, and L2 grammar is covered and structured by social interaction. Therefore, it would be appropriate to end the discussion with a metaphor: L2 grammar is the backbone standing up social interaction, and social interaction is the body covering L2 grammar, both makes language learning a live phenomenon growing over time.

Conclusion

As learning involves changes in the practices of learners occurring over time, it is “inherently longitudinal” (Sahlström, 2011, p.45), which requires the overtime examination of the learners’ accomplishments of social actions. Because each context has its own complexities and characteristics shaped by the uniqueness of each learner, their own perspectives (i.e., emic perspective) should be at the centre of examination to gain a fuller understanding of their language learning rather than those of researchers’ starting with exogenous theories or preconceived assumptions. Therefore, an exploration of the dynamics of diverse contexts can reflect the realities and characteristics of language learning rather than generalizing to fit to all contexts. As language is a resource for social

interaction, the seen-but-not-unnoticed evidence for language learning can be explored by the examination of talk-in-interaction. To this end, as an approach to the study of talk-in-interaction, multimodal CA has been recognized as the most compatible research methodology for this thesis as it aimed to “describe, analyse, and understand talk as a basic and constitutive feature of human social life” (Sidnell, 2010, p.1).

Drawing on the CA-SLA literature as the background, this thesis aimed at contributing to the field by responding to Firth and Wagner’s (1997) call for reconceptualizing the traditional SLA with the view of L2 learning as a social process. To do this, this thesis brought empirical evidence for L2 construction learning by tracking the changes in learners’ language behaviours by examining a longitudinal data in a kindergarten EFL classroom with 15 zero beginners of the English language (aged between 5-6 years). It was a teacher-fronted classroom having 1 hour of English class four days a week, and the language teacher with three years of teaching experience with very young learners was a native speaker of Turkish and German and speaks English as a foreign language.

As a result of the line-by-line analysis of the naturally occurring data, a main collection with learners’ self-initiated use of L2 construction was obtained. After repetitive examination of the data both retrospectively and prospectively, the cases of two constructions (*little bit* and *me too*) were involved in the thesis as the cases explicitly showed the emergence of these constructions as learning objects in interaction. The detailed analysis led the researcher to divide the analytic chapter into two sections considering the initiations of the learning opportunities by the participants. Namely, the first section showed the emergence of *little bit* as an immediate learning opportunity by the language teacher, and a chronological analysis of five extracts documented the teacher’s interactional practices facilitating a focal learner’s (ELG) learning of the construction *little bit* almost in a month. As discussed in the previous research (Balaman, 2018b; Björk Willen, 2008; Cekaite, 2007; Kanagy, 1999; Pallotti, 2001; Roh & Lee 2018; Watanabe, 2016, 2017), the

interactional routines and repetitions played a prominent role in the language learning process by providing a predictable framework for the learners. Moreover, they provided the researcher to track the learning behaviours of two learners. As explicated in the analysis, the teacher's strategic management of one routine activity (*how-is-the-weather-today*) paved the way for creating a learning opportunity in this very young learner classroom. Along with that, she shaped learners' dispreferred contributions to introduce the construction contextually and ensured meaning-making with translanguaging, understanding check, and embodiment (pinching gesture). She repeatedly circulated the construction in the same interactional activity adding choral repetition and DIU as the interactional practices for the elicitation of the construction from the students. Among them, ELG displayed a progressive development from the teacher-promoted use to the unprompted self-initiated use of the construction. As a result, it was argued that the successful management of the interactional routines and the deployment of translanguaging, embodiment, DIU and choral repetition, shaping learning contributions are effective teacher interactional resources facilitating L2 construction learning in a very young learner classroom.

A very young learner's L2 construction learning was also documented with the longitudinal tracking of another construction (*me too*) marked as unknown by a particular student (BER). As a result of the teacher's enthusiastic acknowledgement (evident in loudly uttered surprise token, positive assessment, and stressed repetition of the construction) of a learner's (ARL) self-initiated use of *me too* foregrounded the construction, which in return allowed the focal student BER's realising a gap in his epistemic status. BER's self-initiated claim of no knowledge marked the construction as a learning object at that moment, and the collaborative resolution of the understanding trouble between peers (ARL and BER) showed the dynamic and flexible nature of epistemic authority and classroom interaction as well as the roles of even very young learners in creating their own learning opportunities despite their limited or no L2 knowledge. Along with creating learning opportunities, the role

of learner initiatives in the sedimentation process of the construction into BER's L2 repertoire was documented chronologically through the analysis of six extracts. Throughout the section, the data revealed BER's moving from being not-yet-competent to having a full competency in using the construction *me too* in a meaningful context. As is in the process of learning the construction *little bit*, the role of the embodiment (self-pointing gesture) was of utmost importance. The commonalities between the two embodied conducts (pinching gesture and self-pointing gesture) were their deployment as interactional resources for meaning making. However, a significant difference occurred in their overtime deployment by the learners as they were on the way of sedimenting the construction into their L2 repertoires. That is, while the deployment of pinching gesture along with the construction *little bit* proved ELG's developing competency in using it, the disappearance of self-pointing gesture proved BER's full competency in using *me too*. Accordingly, it can be argued that different learning trajectories unfolded in different learners' L2 construction learning. These findings provide rich pedagogical insights for L2 teaching in very young learner classroom as will be detailed in the following chapter.

Chapter 6

Suggestions and Limitations

This chapter is designed to provide evidence-based data-led pedagogic implications for language teachers and teacher educators. It will also provide some suggestions for the further research and terminate with the limitations of the thesis.

Pedagogical Implications and Suggestions for Further Research

Under the light of the empirical analysis of a very young learner classroom interaction, it would be appropriate to make the following suggestions to contribute to our understanding of L2 learning and teaching.

First of all, this study furthered our understanding of the pivotal role of classroom interaction in language learning as discussed in the available CA-SLA literature. Although the learners had limited or even no L2 knowledge, the classroom interaction provided the bedrock for their L2 grammar development (Pekarek Doehler & Eskildsen, 2022). Accordingly, language learning process should be interactionally organized regardless of learners' proficiency levels, and language teachers should manage the classroom interaction in a way that can open a space for the development of L2 grammar. In line with this, training on the effective deployment of the international practices offered in the scope of this thesis can be provided to kindergarten language teachers. Importantly, although the thesis documented how certain interactional practices facilitated L2 construction learning in a kindergarten classroom, more longitudinal studies will advance our understanding of the relationship between L2 grammar development and classroom interaction in different contexts considering that L2 grammar in-and-for social interaction is a recent research area. More specifically, as the onset age of teaching English as a foreign language has been lowered to 2nd grade in state schools over the past decade (in 2012) in Türkiye, and the interactional dimension of foreign language learning in very young learner classrooms is an untouched area waiting to be explored from the learners' perspectives, further studies on

very young learner contexts are required to inform the language teachers and teacher educators.

In the interactional organization of the kindergarten classroom, the roles of the interactional routines were prominent. The classroom interaction was framed by the routine activities practised in each class hour. The repetitive nature of the classroom interaction allowed the learner a familiar and predictable framework (Kanagy, 1999) in which they could participate with their limited L2 knowledge. This predictable nature of the interactional activity was successfully managed by the language teacher to create an interactional space for the introduction of an unfamiliar construct. Moreover, these routine activities allowed for the circulation of the yet-introduced construction over time and created shared interactional experiences for the recalling and elicitation of the target construction. In return, the repetitive circulation of the construction in the same interactional sequence facilitated the sedimentation progress of the construction into the learner's L2 repertoire. Therefore, interactional routines should be recognized as an integral part of classroom interactions, provided that they are beyond script verses, and they should be utilized flexibly to create an interactional space to generate learning opportunities. More specifically, language teachers should make a space for the interactional routines to introduce novel L2 constructions and for their circulations in a familiar framework to accumulate shared interactional experiences to make them a part of the learners' L2 repertoires. Although this study brought data from a very young learner context, the deployment of interactional routines should not be limited to kindergarten classrooms. They can be effective practices to teach L2 constructions to different learners with different proficiency levels when successfully managed with interactional practices. Accordingly, further research will enhance our understanding of how interactional routines can facilitate L2 learning in different contexts and proficiency levels.

Along with the interactional routines, this study suggests the reconsideration of the involvement of repetitions in the language learning process. Rooting from the behaviouristic approach to language learning, repetitions can be considered to have a bad reputation

when regarded as verbatim uncreative production of L2. However, this study documented the teacher's deployment of repetitions as an international practice to ensure the correct elicitation of the focal construction upon a particular student's wrong production. Furthermore, the teacher used choral repetition to foreground the focal construction as the immediate learning object in an ongoing interaction. In line with this, language teachers can involve repetitions in their language classes to mark the learning objects and to ensure the learners' correct production of the yet-introduced constructions. Moreover, language teachers can provide not well-versed learners with the chance to use the target language and have a shared interactional experience even if it is the verbatim productions of their turns.

Another suggestion is related to one of the most debated topics in SLA, namely the involvement of learners' L1 or going beyond any named languages (i.e., translanguaging). As evident in the analysis, not only the teacher but also the learners repaired the understanding troubles by navigating from L2 (English) to L1 (Turkish). Additionally, the language teacher constructed various turns in a translingual format to ensure the meaning of the focal construction. Accordingly, the facilitator role of translanguaging in meaning making and ensuring understanding especially in kindergarten classrooms should not be ignored in the expense of exposing them to the target language. To this end, the English-only instruction policy in foreign language classrooms should be reconsidered to create a flexible interactional space in which learners can co-construct meaning by translanguaging. Yet, managing the balance should be always kept in mind by language teachers. Accordingly, this study also calls for more studies to unearth the potential effects of translanguaging on language learning in EFL classrooms.

The commonality of the teacher interactional practices observed in the data was to ensure the understanding of the focal construction, which was occasionally performed in an explicit way with understanding checks to make the meaning clear for the learners. To this end, kindergarten language teachers should deploy explicit understanding checks in their

teaching processes as an effective meaning making strategy to ensure the correct comprehension of a novel meaning.

Moreover, the individual contributions of learners can inform us about their learning processes; therefore, language teachers should be aware of the potential of learners' contributions and should shape them strategically in line with their pedagogical agenda no matter whether they are preferred or dispreferred contributions. Also, special attention should be directed to learners uninvited attempts, namely as learner initiatives (Waring, 2011). Especially in kindergarten classrooms, learner initiatives can be regarded as misbehaviours and mostly obstructed by language teachers who have to keep the balance between managing the classroom and fulfilling their pedagogical agendas. This is possibly because, kindergarten classrooms enact as the social environment in which very young learners are expected to develop their turn-taking skills in social interaction, and their being not-yet-competent in turn-taking skills generally leads kindergarten teachers to enact classroom management actions. However, as explicated in the data learner initiatives hold great potential in not only creating learning opportunities but also displaying their competencies. Therefore, language teachers should allow their learners to change and shape the participation framework in co-constructing meaning, thereby moving the classroom interaction from a dyadic teacher-student interaction into a "multi-party activity" (Schwab, 2011, p. 12–13). Doing so, they distribute the responsibilities for their language learning processes among the learners and can help them being the protagonist of their own learning. In other words, teachers should sometimes allow learners to do being teachers and create an interactional space for them to co-construct meaning in the service of their language learning. However, maintaining the delicate balance between managing the class and encouraging learner initiatives should be taken into consideration. Accordingly, language teachers should be equipped with the necessary skills to identify, encourage, shape, and build on learner contributions in very young learner classrooms.

As an interactional resource on their own, gestures should be treated as prominent parts of classroom interaction while teaching L2 constructions to provide visual scaffolding and make the novel constructions accessible for very young learners who are not-yet-competent in abstract thinking. Moreover, language teachers should benefit from the co-constructed gesture + talk combinations to provide a shared history for the learners to be used at later times as a prompt for the elicitation of previously studied constructions. In addition, although combining gestures with DIUs can operate as an effective elicitation strategy (see aus der Wieschen & Sert, 2021; Sert, 2015), the timing should also be considered because such a combination may not work as an effective elicitation strategy if the learners are not provided with sufficient level of shared interactional histories regarding the contextual use of the construction.

As explicated in the data, gestures are pervasive interactional resources not only for the teacher but also for the learners in kindergarten classrooms. Along with deploying them as a meaning making strategy when their spoken language fails, kindergarten learners can bring evidence for their L2 development by returning the gestures (aus der Wieschen & Eskildsen, 2019; Eskildsen & Wagner, 2013, 2015). Against his background, assuming that classroom interaction is mostly embodied in kindergarten classrooms, language teachers should be provided with the training for the effective use of gestures in the service of their pedagogical aims. Surely, more studies will enlighten how co-constructed the gesture + talk combinations can facilitate L2 construction learning in diverse contexts.

Finally, explicating one of the detrimental effects of a pandemic-relevant action (i.e., wearing facemasks), this thesis also invites awareness raising for the potential effects of Covid-19 pandemic on language learning and calls for further studies to explore the other potential impacts provided that the data is available.

Overall, this study offers rich findings which can be used as the basis for evidence-based data-led language teacher education (see Balaman, 2023) with the longitudinal examination of classroom interactional data from a kindergarten EFL classroom.

Limitations

While this thesis has brought empirical evidence for L2 construction learning, it has a number of limitations. First of all, although longitudinal data is rich in itself to conduct a CA study, the analytic focus is limited to L2 construction learning trajectories of two particular learners from a single classroom with the same language teacher.

Another limitation was caused by a pandemic-relevant action. During the data collection there was a mask mandate in Türkiye because of the Covid-19 pandemic, and all of the students, and the teacher had to wear facemasks in the classroom. This made it difficult at times to identify who was saying what. Besides, the unavailability of individual microphones for the learners limited to capture some details of the talk-in-interaction.

Finally, as the data comes from a kindergarten classroom including very young learners aged between 5 and 6, the video-recorded data included a lot of interruptions, overlapping talk, and disruptive background noise as the students spent substantial time playing games or naturally engaging in competition regardless of the type of the ongoing activity. Moreover, the kindergarten students expectably jumped and moved around the classroom or talked to their peers, which led the teacher to suspend ongoing pedagogical events to enact classroom management episodes in many cases. Therefore, such dynamics in this very young learner classroom made the transcription process quite challenging and time-demanding (almost a year) for the researcher, which constitutes the biggest limitation of the study.

All in all, the thesis successfully showed that classroom interaction and L2 learning develop hand in hand, classroom interaction grows up L2 grammar and L2 grammar feeds classroom interaction.

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APPENDIX-A: TRANSCRIPTION CONVENTIONS BY JEFFERSON

Symbol	Name	Use
[text]	Brackets	Indicates the start and end points of overlapping
=	Equal Sign	Indicates the break and subsequent continuation of a utterance.
(# of	Timed Pause	A number in parentheses indicates the time, in speech.
(.)	Micropause	A brief pause, usually less than 0.2 seconds.
. or ▭	Period or Down	Indicates falling pitch.
? or ▭	Question Mark or Up Arrow	Indicates rising pitch.
,	Comma	Indicates a temporary rise or fall in intonation.
-	Hyphen	Indicates an abrupt halt or interruption in utterance.
>text<	Greater than / than symbols	Indicates that the enclosed speech was delivered more usual for the speaker.
<text>	Less than / than symbols	Indicates that the enclosed speech was delivered more usual for the speaker.
°	Degree symbol	Indicates whisper or reduced volume speech.
ALL CAPS	Capitalized text	Indicates shouted or increased volume speech.
underline	Underlined text	Indicates the speaker is emphasizing or stressing the
:::	Colon(s)	Indicates prolongation of an utterance.
(hhh)		Audible exhalation
? or (.hhh)	High Dot	Audible inhalation
(text)	Parentheses	Speech which is unclear or in doubt in the transcript.
((italic text))	Double Parentheses	Annotation of non-verbal activity.

APPENDIX-B: MULTIMODAL TRANSCRIPTION CONVENTIONS BY MONDADA

Embodied actions are transcribed according to the following conventions developed by Lorenza Mondada .

* * Gestures and descriptions of embodied actions are delimited between

\+ \+ two identical symbols (one symbol per participant)

Δ Δ and are synchronized with corresponding stretches of talk.

*---> The action described continues across subsequent lines

---->* until the same symbol is reached.

>> The action described begins before the excerpt's beginning.

--->> The action described continues after the excerpt's end.

..... Action's preparation.

---- Action's apex is reached and maintained.

,,,,, Action's retraction.

ric Participant doing the embodied action is identified when (s)he is not the speaker. fig The exact moment at which a screen shot has been taken

is indicated with a specific symbol showing its position within the turn at talk.

APPENDIX-C: Gönüllü Katılım Formu (Öğretmen)

Tarih: …../…./……/

Değerli Meslektaşım,

Hacettepe Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı doktora tezi kapsamında yürütmeyi planladığım bu çalışmaya gösterdiğiniz ilgi ve ayırdığınız zaman için şimdiden çok teşekkür ederim. Bu form ile yapılması planlanan çalışmayla alakalı sizi bilgilendirmek amaçlanmıştır. Bu çalışma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır.

Bu çalışmada amaç, gönüllü öğretmenlerin sınıf içi etkileşim yetisi ile ilgili farkındalık yaratmak ve kendi sınıf içi uygulamalarına yansıtıcı diyalog yoluyla yansıtma yapmalarını sağlayarak bu yetilerini artırmak ve bu sayede mesleki gelişimlerine katkı sağlamaktır. Bu amaç doğrultusunda Doç Dr. Ufuk BALAMAN danışmanlığında hazırlanacak bu doktora tezinde siz gönüllü öğretmenlerimizin çocuk sınıflarında yürüttüğü İngilizce dersleri haftalık olarak kamera ile sesli ve görüntülü olarak kaydedilecektir. Toplanan veri Konuşma Çözümlemesi yöntemiyle analiz edilecektir ve analiz sonucu araştırmacının belirlediği ilgili kesitler üzerine yansıtma yaparak sonraki süreçlerde uygulayabileceğiniz olası çıkarımlar yapmanız planlanmaktadır. Bu süreç de verilerin kayba uğramaması amacıyla video kayıt altına alınacaktır.

Araştırmaya gönüllü olarak katılmak esastır ve işbu metin, siz kıymetli öğretmenlerimizin kişisel haklarını korumaya almak amacıyla sizi bilgilendirmeyi ve sürece başlayabilmemiz adına izin talebimizi iletmek amacıyla hazırlanmıştır. Süreç esnasında kamera ile kayıt altına alınan öğretim süreçlerinden elde edilen tüm veriler sadece bilimsel bir amaçla kullanılacaktır. Kimlikleriniz, sınıf, okul ve yer isimleri hiçbir basılı ya da çevrimiçi kaynakta açık edilmeyecek, takma isim kullanımı, yüz gizleme, buğulama gibi teknik yöntemlerle kimliklerinizi açık etme ihtimali bulunan görüntü ve hareket gibi tüm etmenler tamamıyla gizlenecektir. Kayıtlar; altta ismi ve bilgileri verilen araştırmacı ile sorumluluk yine ilgili araştırmacı da olmak koşuluyla bu metinde belirtilen gizlilik ve kimlik koruma ilkelerine eksiksiz uyulmasını taahhüt eden araştırmacı dışında, hiçbir kimse ya da kuruluş ile paylaşılmayacaktır. Çalışmaya katılmaktan vazgeçme hakkınız her zaman saklıdır. Verecek olduğunuz bilgilerden dolayı kendinizi rahatsız hissedeceğiniz bir durumla karşı karşıya bırakılmayacağınızı, rahatsız hissettiğiniz takdirde istediğiniz zaman çalışmadan ayrılabileceğinizi ve bunun sizi hiçbir sorumluluk getirmeyeceğini taahhüt ediyorum. Araştırma kapsamında aklınıza gelebilecek her türlü soru için aşağıdaki iletişim bilgilerini kullanarak çalışma öncesi, esnası ve sonrasında tarafıma ulaşabilirsiniz. Dilediğiniz takdirde kayda alınan veriler sizinle paylaşılabilecektir.

Bu bilgiler ışığında, size verdiğim güvenceye dayanarak bahsi geçen şartları onayladığınızı beyan etmek adına aşağıda boş bırakılan bölümlerini doldurmanızı ve çalışmama çok değerli katkılarınızı sunmanızı rica ediyorum.

Katılımınız için şimdiden teşekkür ederim,

Saygılarımla.

Sorumlu Araştırmacı
Doç. Dr. Ufuk BALAMAN
Hacettepe Üniversitesi
İngiliz Dili Eğitim Anabilim Dalı

Araştırmacı
Öğr. Gör. Emel TOZLU KILIÇ
Giresun Üniversitesi
Yabancı Diller Yüksekokulu

Katılımcı:
Adı, Soyadı:
Adres:
Tel:
e-posta:
İmza:

APPENDIX-D: Gönüllü Katılım Formu (Personel)

Tarih: …/…/…...

Sayın Okul Personeli,

Hacettepe Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı doktora tezi kapsamında yürütmeyi planladığım bu çalışmaya gösterdiğiniz ilgi ve ayırdığınız zaman için şimdiden çok teşekkür ederim. Bu form ile yapılması planlanan çalışmayla alakalı sizi bilgilendirmek amaçlanmıştır.

Bu çalışma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır. Bu çalışma çocuk sınıflarında İngilizce dersine giren öğretmenimizin sınıf içi etkileşim yetisi ile ilgili farkındalık yaratmayı amaçlamış, Doç Dr. Ufuk BALAMAN danışmanlığında hazırlanacak bir doktora tezidir. Bu amaç doğrultusunda, okulunuz bünyesinde İngilizce dersini yürüten saygıdeğer meslektaşımın dersi hiçbir müdahale olmadan sınıfın düzenini ve dersin işlenişini etkilemeden, doğal haliyle video kaydına alınacaktır. Süreç öncesinde hem öğretmenin hem de her bir katılımcı öğrencinin velisinden gönüllü katılım sağladıklarına dair onay alınacaktır.

İşbu metin, çok kıymetli çocuklarımızın ve siz değerli okul personelinin kişisel haklarını korumaya almak amacıyla sizi bilgilendirmeyi ve sürece başlayabilmemiz adına izin talebimi iletmek amacıyla hazırlanmıştır. Kamera ile kayıt altına alınan öğretim süreçlerinde yer alan çocuklarımızın, öğretmenlerimizin ve okul personelinin kimlikleri, sınıf, okul ve yer isimleri hiçbir basılı ya da çevrimiçi kaynakta açık edilmeyecek, takma isim kullanımı, yüz gizleme, buğulama gibi teknik yöntemlerle kimliklerinizi açık etme ihtimali bulunan görüntü ve hareket gibi tüm etmenler tamamıyla gizlenecektir. Kayıtlar altta ismi ve bilgileri verilen araştırmacı ile sorumluluk yine ilgili araştırmacıda olmak koşuluyla bu metinde belirtilen gizlilik ve kimlik koruma ilkelerine eksiksiz uyulmasını taahhüt eden araştırmacı dışında, hiçbir kimse ya da kuruluş ile paylaşılmayacaktır. Araştırma kapsamında aklınıza gelebilecek her türlü soru için tarafıma aşağıdaki iletişim bilgilerini kullanarak çalışma öncesi, esnası ve sonrasında ulaşabilirsiniz. Bu şartları onaylıyorsanız lütfen aşağıda boş bırakılan bölümleri doldurunuz ve formu imzalayarak teslim ediniz.

Katılımınız için şimdiden teşekkür ederim,
Saygılarımla.

Sorumlu Araştırmacı
Doç. Dr. Ufuk BALAMAN
Hacettepe Üniversitesi
İngiliz Dili Eğitim Anabilim Dalı

Araştırmacı
Öğr. Gör. Emel TOZLU KILIÇ
Giresun Üniversitesi
Yabancı Diller Yüksekokulu

Okul Personelinin:
Adı, soyadı:
Adres:
Tel:
İmza:

APPENDIX-E: Gönüllü Katılım Formu (Veli)

Tarih:……/…../……./

Değerli Veli,

Hacettepe Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı doktora tezi kapsamında yürütmeyi planladığım bu çalışmaya gösterdiğiniz ilgi ve ayırdığınız zaman için şimdiden çok teşekkür ederim. Bu form ile yapılması planlanan çalışmayla alakalı sizi bilgilendirmek amaçlanmıştır.

Bu çalışma için Hacettepe Üniversitesi Etik Komisyonundan, okul idaresinden ve dersin öğretmeninden izin alınmıştır. Bu çalışma çocuk sınıflarında İngilizce dersine giren öğretmenimizin sınıf içi etkileşim yetisi ile ilgili farkındalık yaratmayı amaçlamış, Doç Dr. Ufuk BALAMAN danışmanlığında hazırlanacak bir doktora tezidir. Bu amaç doğrultusunda, velisi bulunduğunuz öğrencinin bir dönem boyunca her hafta katılacak olduğu İngilizce dersi hiçbir müdahale olmadan ve sınıfın düzenini, dersin işleyişini bozmadan doğal haliyle görüntü ve ses kaydına alınacaktır.

Araştırmaya gönüllü olarak katılmak esastır ve işbu metin, çok kıymetli çocuklarımızın kişisel haklarını korumaya almak amacıyla sizi bilgilendirmeyi ve sürece başlayabilmemiz adına izin talebimizi iletmek amacıyla hazırlanmıştır. Kamera ile kayıt altına alınan öğretim süreçlerinde yer alan çocuklarımızın kimlikleri, sınıf, okul ve yer isimleri hiçbir basılı ya da çevrimiçi kaynakta açık edilmeyecek, takma isim kullanımı, yüz gizleme, buğulama gibi teknik yöntemlerle çocuklarımızın kimliklerini açık etme ihtimali bulunan görüntü ve hareket gibi tüm etmenler tamamıyla gizlenecektir. Kayıtlar; altta ismi ve bilgileri verilen araştırmacı ile sorumluluk yine ilgili araştırmacıda olmak koşuluyla bu metinde belirtilen gizlilik ve kimlik koruma ilkelerine eksiksiz uyulmasını taahhüt eden araştırmacı dışında, hiçbir kimse ya da kuruluş ile paylaşılmayacaktır. Velisi olduğunuz öğrencinin çalışma dışında tutulma hakkı her zaman saklıdır. Böyle bir talep durumunda ilgili öğrencinin bulunduğu ortamda kayıt yapılmayacaktır. Araştırma kapsamında aklınıza gelebilecek her türlü soru için tarafıma aşağıdaki iletişim bilgilerini kullanarak çalışma öncesi, esnası ve sonrasında ulaşabilirsiniz.
Bu bilgiler ışığında, size verdiğim güvenceye dayanarak yukarıda bahsi geçen şartları onayladığınızı belirten bu gönüllü katılım formunun aşağıda boş bırakılan bölümlerini doldurmanızı ve çalışmama çok değerli katkılarınızı sunmanızı rica ediyorum.

Katılımınız için şimdiden teşekkür ederim,
Saygılarımla.

Sorumlu Araştırmacı
Doç. Dr. Ufuk BALAMAN
Hacettepe Üniversitesi
İngiliz Dili Eğitim Anabilim Dalı

Araştırmacı
Öğr. Gör. Emel TOZLU KILIÇ
Giresun Üniversitesi
Yabancı Diller Yüksekokulu

Katılımcı Öğrencinin
Adı, soyadı:

Velisinin
Adı, soyadı:
Adres:
Tel:
İmza:

APPENDIX-F: Ethics Committee Exemption Form / Ethics Committee Approval

Tarih: 11/12/2020 18:51
Sayı: E-35853172-101.02.02-00001359434

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T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172-101.02.02
Konu : Emel TOZLU KILIÇ (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 24.11.2020 tarihli ve E-51944218-101.02.02-00001339680 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Doktora programı öğrencisi **Emel TOZLU KILIÇ'ın Dr. Öğr. Üyesi Ufuk BALAMAN** danışmanlığında yürüttüğü **"Bir Öğretmenin İlkokul Yabancı Dil Olarak İngilizce Sınıflarında Sınıf İçi Etkileşimsel Yeti Gelişimi"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **08 Aralık 2020** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

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Sevda TOPAL

APPENDIX-G: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

13/07/2023

Emel Tozlu Kılıç

APPENDIX-H: Thesis/Dissertation Originality Report

06/07/2023

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of Foreign Language Education

Thesis Title: A Longitudinal Conversation Analytic Study on L2 Construction Learning in a Kindergarten Classroom

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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I respectfully submit this for approval.

Name Lastname: Emel TOZLU KILIÇ

Student No.: N18141052

Department: Foreign Language Education

Program: English Language Teaching

Status: ☐ Masters ☒ Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
Assoc. Prof. Dr. Ufuk Balaman

APPENDIX-I: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım haklan bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- Enstitü/ Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. (1)
- Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. (2)
- Tezimle ilgili gizlilik kararı verilmiştir. (3)

13/07/2023

(imza)

Emel TOZLU KILIÇ

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.

(2) Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

**Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.*